Baldwin Academy
Community School Council Implementation Plan (CSCIP) for 2025-2026: Goals & Actions

PART 1: COMPLETE AT THE BEGINNING OF THE YEAR

Historical Data/Reflection

Historical Quantitative Data			
	SY 21 - 22	SY 22 - 23	SY 23 - 24
Graduation Rate	N/A	N/A	N/A
Dropout Rate	N/A	N/A	N/A
Chronic Absenteeism Rate	51%	36.6%	23.8%%
Suspension Rate	0.2%	0.3%	0.3%
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, and attendance data).
Student Engagement	Student engagement at Baldwin Academy continues to develop as the school enters its second year of implementing the Community Schools model. Results from the 2025–2026 Community School Student Survey indicate that student–adult relationships are a clear strength. Approximately 98% of students report that they feel cared about by teachers and other adults on campus, and a similar proportion indicate that they feel safe at school. These findings suggest that the school has established a strong foundation of relational trust and emotional safety. At the same time, survey results point to opportunities for growth in student belonging and voice. While a majority of students report that they feel they fit in at school, responses show more variability than measures of safety and care. 60.2% of students report feeling that they fit in consistently (“Yes”), while 32.2% selected “Sometimes,” indicating that feelings of belonging are present but not yet fully internalized for all students. Student voice and inclusion also show mixed results. Roughly 52.6% of students report that they have regular opportunities to share their ideas or help make choices about their learning, and about 69.2% indicate that they see books, visuals, or activities in their classrooms that reflect different cultures, languages, and ways of life, including their own. While these results show promising progress, they also highlight the need for continued emphasis on inclusive instructional practices and culturally affirming learning environments. Taken together, the survey data suggest that Baldwin Academy has built strong relationships and a safe school climate. Notably, student interviews reinforce this finding, with 29 out of 30 students reporting that they feel safe, welcomed, and cared for at Baldwin. While these

	results highlight a strong foundation, continued focus is needed on strengthening consistent belonging, elevating student voice, and enhancing cultural representation to ensure that all students experience a deep sense of connection and ownership within the school community. Additionally, perceptions of adult care are a clear strength at Baldwin Academy. According to the student survey, 64.6% of students report that they feel cared about by teachers and other grown-ups, while an additional 33.5% report feeling cared about "sometimes," resulting in a combined 98.1% of students who experience some level of care from adults on campus. These results indicate that strong student–adult relationships are widely present; however, translating this high level of perceived care into consistently stronger feelings of belonging and connectedness for all students remains an ongoing area of focus. Student wellbeing indicators also point to the need for continued focus on emotional safety and engagement. CHKS results show that 44% of students report experiencing boredom at school, and 16% report frequent sadness, highlighting the continued need for more engaging, relevant, and emotionally supportive learning experiences. Beyond climate measures, students strongly expressed the desire for increased opportunities to participate in enrichment activities. In the 2025–2026 student survey, students frequently requested sports (especially soccer), robotics, coding, art, gardening, and music, as well as more family engagement events such as outdoor movie nights, science nights, and game nights. These responses illustrate that engagement is closely tied to access to meaningful, enjoyable, and culturally relevant programming. Chronic absenteeism data further underscores this need. According to the most recent California Dashboard, the chronic absenteeism rate for 2025 rose to 25.5%, reflecting a slight increase from the previous year. This trend highlights the importance of continuing to strengthen relationships, expand enrichment opportunities, and foster a more engaging school culture to re-engage students and families. At the same time, targeted efforts to support our homeless student population have shown promising results. Through focused resources and interventions, we achieved an 8.6% reduction in chronic absenteeism within this group, bringing the rate down to 33.8%. These improvements demonstrate the impact of intentional support, while reinforcing the need to sustain and expand these efforts to ensure consistent attendance for all students. Collectively, these findings underscore the continued importance of expanding social-emotional learning, trauma-informed practices, restorative approaches, and engaging enrichment opportunities to strengthen student engagement in Year 2 of Community Schools.
Family Engagement	Family engagement at Baldwin Academy continues to strengthen during the second year of Community Schools implementation. Parent survey data shows consistently high levels of satisfaction and awareness of available supports, reflecting strong rapport between families and school staff. Many parents expressed deep appreciation for the school's teachers, communication practices, and the welcoming environment. While collecting street data and having one to one conversations with family members. 98% of the members shared that they really enjoy the family engagement events. While the previous Needs Assessment indicated that 98.3% of families felt involved in their child's education, the most recent parent survey results provide even richer detail about how families perceive their engagement. A significant number of families report that they feel well-supported and well-informed through ParentSquare, Social Media and school events, and ongoing staff communication. Many parents

	also noted that the school's family-oriented activities, celebrations, and after-school events help them stay meaningfully connected to the school community. Survey data also reveals that families continue to express interest in expanded opportunities for learning and support. Many parents requested more academic information, specifically regarding how to support learning at home, and a substantial number asked for additional resources related to food assistance, clothing, housing, and immigration services. These findings align with Baldwin's Whole Child Supports expansion and confirm that families see the school as a trusted hub for essential services. Importantly, family engagement was evident not only through expressions of satisfaction and appreciation, but also through active advocacy during one to one interviews and coffee with the principal. Many parents shared thoughtful feedback regarding school climate, communication, and fairness, offering valuable insights that can strengthen trust, enhance consistency, and deepen relational accountability within the school community. In addition, families demonstrated strong enthusiasm for continuing and expanding family engagement events. Many parents praised schoolwide events such as movie nights, cultural nights, science nights, and workshops. These events were frequently cited as opportunities that help families feel connected, informed, and welcomed. Students echoed these preferences, with dozens requesting more family-inclusive activities in their own surveys, reinforcing the central role that family engagement plays in cultivating student belonging and joy. Altogether, these findings suggest that while Baldwin Academy's family engagement efforts are strong and deeply valued, there is meaningful room for continued development in three key areas: 1. **Expanding parent leadership and shared decision-making** 2. **Increasing access to academic, basic needs, and wellness resources** 3. **Continuing to grow family-centered events that build connection and trust** As Baldwin enters Year 2 of Community Schools, the school will continue strengthening relationships through consistent communication, expanded resource supports, inclusive leadership structures, and family-driven programming. Family evening events and culturally responsive engagement practices will remain central strategies for supporting families and deepening their partnership with the school community.
Staff Engagement	Staff engagement at Baldwin Academy remains a strong foundation for the school's progress in its second year of Community Schools implementation. Staff continue to demonstrate a deep commitment to student success, as shown through survey responses indicating strong awareness of student needs and the desire for more tools to support the whole child. This year marked an important milestone: Baldwin Academy held its first Trauma-Informed Staff Training, a priority identified across certificated and classified staff. This initial training represents a significant step toward equipping staff with the skills to respond compassionately and effectively to students facing emotional and behavioral challenges. A large majority of staff reported that the most beneficial student supports are academic tutoring and social-emotional counseling, with staff consistently listing both as top needs. These responses reinforce the school's commitment to expanding integrated student support under the Community Schools model.

	The staff survey also revealed that many educators feel strongly that mental health services and SEL supports are essential. Teachers and support staff frequently mentioned the need for clearer referral systems, additional SEL strategies, and more consistent coordination between academic and wellness supports. A notable portion of staff—across both certificated and classified roles—explicitly requested additional trauma-informed professional development, indicating that while the first training was a meaningful step, more coaching, modeling, and ongoing learning is needed. Many staff members listed trauma-informed strategies, and understanding student behavior, as key areas where further training would strengthen their practice. Additionally, staff identified the need for stronger support systems in: ● Implementing restorative practices ● Increasing communication regarding available resources These concerns align with student and parent data showing a need for improved school climate, fairness, and belonging. Overall, staff engagement is strong, dedicated, and aligned with Baldwin Academy's Community Schools goals. Their feedback reveals a clear and collective desire to strengthen trauma-informed approaches, deepen SEL integration, and expand mental health supports—critical steps in creating the safe, inclusive, and engaging environment students are asking for.
Community Engagement	Family and community engagement at Baldwin Academy continues to strengthen in the second year of Community Schools implementation. The school has made intentional efforts not only to sustain its existing partnerships, but also to expand them to better meet the evolving needs of students and families. Baldwin currently partners with organizations that provide mental health services, family workshops, wellness supports, and student enrichment opportunities, all of which families and staff consistently identify as essential. Feedback from both staff and families highlights the importance of continuing to deepen these partnerships. Staff survey responses reflect strong interest in expanding collaboration with mental health providers, community-based organizations, and after-school program partners to better support students' academic, social-emotional, and behavioral needs. Similarly, parent surveys indicate a high demand for additional community resources—such as food assistance, clothing, housing support, and immigration information—reinforcing the school's role as a vital hub for family wellbeing. Student data further supports the value of expanding community partnerships. Survey results show exceptionally high interest in sports, robotics, coding, gardening, art, and music, as well as a desire for more after-school clubs and family-inclusive events like outdoor movie nights and science nights. Encouragingly, new partnerships established in the second half of the school year are already helping to meet these interests. Collaborations with Windtree and the Youth Science Center have allowed Baldwin to offer engaging robotics and science classes, expanding opportunities for student enrichment and exploration.

These combined findings point to a clear opportunity: expanding partnerships that support mental health, enrichment, academic intervention, and family engagement is essential to building a more supportive and inclusive school environment.

In response to this demonstrated need, Baldwin Academy has committed to increasing the number of active community partnerships during the 2026–2027 school year, expanding beyond its existing partners to build a broader network of support organizations.

Through these efforts, Baldwin Academy seeks to create a more comprehensive ecosystem of support—one that includes wellness fairs, after-school enrichment clubs, support groups, and family learning opportunities designed to elevate student and family wellbeing.

These collective initiatives reflect Baldwin's continued commitment to ensuring that families and community members are active, valued partners in the school's Community Schools journey. The second year of implementation is marked by deeper collaboration, stronger communication, and an expanding network of services—all contributing to a more connected, responsive, and thriving school community.

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 summarize the information you provided there. Which of the nine capacity building strategies did you find the most difficult to achieve? The easiest? Why?

Centering Community-Based Learning is valued among parents, students and staff at Baldwin Academy and is also a challenge area. While there is strong interest among staff to connect classroom instruction to students' lived experiences and the broader community, this shift requires significant mindset changes, time to rework curriculum, and strong examples or models. Teachers expressed the need for support in designing culturally relevant and locally rooted learning opportunities. In order to be successful, Baldwin will work to establish a clear framework and provide professional development opportunities in this area.

At Baldwin Academy, a deep appreciation for **Centering Community-Based Learning** resonates strongly with parents, students, and staff alike. However, translating this valued approach into consistent classroom practice presents a notable challenge. While educators express a genuine desire to weave students' lived experiences and the local community into their instruction, this transition necessitates significant shifts in mindset, dedicated time for curriculum redesign, and access to robust examples and models. Recognizing this need, Baldwin Academy is committed to establishing a clear framework and providing targeted professional development opportunities to empower teachers in designing culturally relevant and locally rooted learning experiences, ultimately fostering a more connected and impactful educational environment.

Setting Goals and Taking Action has proven to be a readily achievable aspect of our community schools initiative. Through collaborative analysis of data from the Comprehensive Needs Assessment, our dedicated team effectively co-developed three clearly defined goals. Notably, these goals not only reflected valuable feedback from our educational partners but were also integrated into our overarching schoolwide action plan. Leveraging established structures such as the School Site Council and Community School Council, coupled with a highly motivated leadership team, made the goal-setting process a natural and efficient starting point for our implementation efforts.

Capacity Building Strategy	Beginning of year Reflection Please provide a brief overview	End of Year Reflection *(To be completed at the end of the year)* Please Provide a brief overview
Shared Understanding and Commitment	At Baldwin Academy, awareness of the Community School model continues to grow as staff, families, and students deepen their understanding of the four Community Schools pillars. Staff surveys show that the majority of teachers and classified personnel are now “somewhat familiar” or “very familiar” with the pillars, with certificated staff showing the highest levels of understanding. Parents also demonstrate strong alignment with Community Schools values. Parent surveys show consistently high satisfaction, with many families describing Baldwin as supportive, welcoming, and deeply committed to students’ well-being. Students report positive caring relationships — 81% say adults at school care about them, according to the SCRC. Collectively, stakeholder input indicates strong philosophical support for Community Schools, combined with a need to continue strengthening internal communication, especially for new staff and classified personnel.	Baldwin is on the Engaging Level, as Baldwin Academy completes the second year of implementing the Community Schools model, the school has become more established in its systems, practices, and shared understanding of whole-child support. Compared to the initial year of implementation, supports are now more structured, visible, and intentionally embedded into daily school operations. One significant milestone this year has been the successful launch and full operation of a community closet, which is consistently stocked with clothing, shoes, food, school supplies, and hygiene items. This resource has become a key access point for families and reflects the school’s commitment to addressing students’ basic needs as a foundation for learning. Families are increasingly aware of this support and are utilizing it with greater consistency and trust. Family engagement has also increased during this second year. More parents and caregivers feel comfortable reaching out to school staff to ask questions, request support, and access available resources. This shift reflects growing trust between families and the school, as well as increased confidence that Baldwin Academy is a place where families are welcomed, heard, and supported. Family interactions have become more proactive rather than crisis-driven, signaling positive progress in relationship-building efforts. At the same time, teachers and staff have developed a stronger understanding of the referral processes for student and family support. Staff are more confident in identifying student needs and are increasingly proactive in connecting students and families to academic support, mental health services, and basic needs resources. This growth reflects the impact of professional learning,

		clearer systems, and ongoing collaboration among certificated and classified staff. Overall, Baldwin Academy is continuing to move toward a more connected, responsive, and supportive school community. Support systems are no longer peripheral—they are increasingly visible, accessible, and integrated into the daily experience of students, staff, and families. While there is still work ahead to strengthen consistency, expand partnerships, and deepen student belonging, the second year of Community Schools implementation demonstrates meaningful progress toward a coordinated, equitable, and holistic approach to supporting the school community.
Collective Priorities: Setting Goals and Taking Action	It is essential to build a cycle of communication with all educational partners involved in the Community Schools initiative in order to build trust and active participation, ensuring our plan is implemented and supported with fidelity. At the beginning of implementation asset mapping was built with teaching staff, several members of the classified staff, and a small group of parents attending the assets mapping meetings held in Spring of 2024. Initial goals were set based on the needs identified. The team discussed the alignment between asset mapping and the SPSA goals as well as CS goals.	An Advisory Council has been established with representation from all stakeholder groups. Council members have collaborated to develop shared goals, which are now guiding priorities and are reflected in both action plans and ongoing discussions. Needs are identified through various educational partner meetings, as well as surveys in order to gather input from a larger school community population. Implementation efforts are aligned with these collective goals, which are reviewed and revisited during monthly council meetings. During these meeting Baldwin Academy intentionally uses multiple data sources—including the California Healthy Kids Survey (CHKS), California Dashboard indicators, Aeries absenteeism reports, and staff, student, family surveys, and Street Data —to refine and reaffirm its collective priorities. This data-driven approach ensured that decision-making was grounded in both quantitative

		outcomes and the lived experiences of our school community.
Collaborative Leadership	Leadership decisions are made through shared governance involving the site leadership team and educational partners, including ELAC and SSC. Baldwin recognizes the importance of establishing a culture of shared decision making in order to ensure the input and voice of all is included when making site decisions. Although shared decision making is a priority, there is a need to establish a Community Schools Advisory Council in order to align the site and Community School goals.	During the second year of Community Schools implementation, Baldwin Academy demonstrated meaningful progress along the Collaborative Leadership continuum, moving from emerging practices toward more developed and structured approaches. At the start of the year, leadership was primarily administration-driven, with stakeholder input occurring through existing committees and informal consultation. Over time, the school made intentional efforts to expand participation, engaging teachers, staff, students, families, and community partners in planning, needs assessment, and decision-making processes. This shift increased transparency, elevated diverse perspectives, and reflected a transition toward shared responsibility rather than isolated decision-making. By the end of the year, Baldwin Academy began establishing more formal collaborative structures, including the foundation for council-based leadership aligned with the Community Schools framework. These efforts signal a move toward distributed leadership and more consistent opportunities for stakeholder voice, though systems are still developing and require refinement. Student and family participation, while improving, remain key areas for growth—particularly in formal leadership roles. Overall, Year 2 marks a pivotal transition from introducing collaborative leadership concepts to actively implementing them, positioning the school to continue strengthening these practices with greater clarity, consistency, and shared ownership.

Coherence: Policy and Initiative Alignment	At Baldwin, Community Schools programs are aligned with school site goals, however, there is a need to create resource mapping guides in order to communicate and provide a visual on how programs support one another.	Baldwin Academy has made strong progress in aligning its policies, initiatives, and support systems into a more coordinated, student-centered approach by strengthening existing efforts rather than adding new programs. Community Schools priorities were aligned with PBIS, LCAP, and SPSA goals to ensure consistency across academic, behavioral, and social-emotional supports. The school also used data to guide action, connecting attendance strategies to rising chronic absenteeism and adjusting academic priorities in response to declines in English Language Arts performance. A key focus in Year 2 was improving internal communication and staff awareness. Feedback highlighted gaps in knowledge of available services—especially among classified staff—and the need for clearer referral processes for counseling, SEL, and MTSS supports. Overall, Baldwin Academy has moved from a visioning stage to an emerging level of coherence, with stronger alignment, clearer systems, and improved sustainability to better support all students.
Staffing and Sustainability	Roles and responsibilities are being developed. Roles were emerging as goals and focus areas were identified through community needs.	Staffing structures and sustainability efforts have become more defined, intentional, and forward-focused. Building on a stable core team, the school has thoughtfully expanded roles and strengthened coordination to better support student wellness, family engagement, and extended learning opportunities. A major milestone was the approval of the CSSS grant, which secures funding for the next five years. This investment provides a strong foundation for long-term planning and ensures continuity of key positions, programs, and partnerships. It also allows the school to sustain and refine initiatives that have shown positive impact, including enrichment opportunities such as Windtree and the Youth Science Center.

		Collaboration across staff roles has been a central strength. The Community School Specialist works closely with the school Admin, counselor, Teachers on Special Assignment (TOSAs), and the Parent Booster Club to maintain a cohesive, student-centered approach. This coordination supports more effective responses to academic, social-emotional, and family needs, while reinforcing shared responsibility for school climate and student success. Staff feedback highlighted the need to continue building professional capacity, particularly in trauma-informed practices, mental health support, and clearer referral pathways for counseling, SEL, and MTSS services. In response, Community Schools funding has been intentionally directed toward sustained professional learning and system-building rather than short-term programs. The budget has also supported long-term infrastructure improvements, including the development of a dedicated wellness space. This investment ensures that mental health and social-emotional supports are accessible and integrated into the school environment. Through a partnership with Home Depot, students also participate in hands-on projects within the wellness space, creating opportunities for engagement, creativity, and connection. We were able to maintain consistent MTSS Tier 2 behavioral support throughout the entire year. This role has been instrumental in supporting students on the playground by organizing structured activities, reinforcing expectations, and proactively redirecting behavior to promote a positive and supportive environment. Overall, Baldwin Academy has transitioned from initial implementation to greater stability and sustainability. Staffing systems are stronger, collaboration is more intentional, and funding structures are in place to support continued growth. While ongoing professional development and role refinement remain priorities, Year 2 reflects meaningful progress toward a sustainable,

		integrated model that supports whole-child development and a positive, connected school culture.
Strategic Community Partnerships	Baldwin Academy will focus on laying the groundwork for building meaningful, mutually beneficial relationships with community partners. Initial efforts centered on identifying existing partnerships, assessing community assets, and beginning to align partner services with student and family needs. While partnerships were present, they were often informal or program-specific, with limited coordination or integration into the broader school vision. Throughout the year, the school will take important steps toward strengthening these connections by increasing communication with partners and exploring opportunities for more intentional collaboration. Early efforts included clarifying shared goals, connecting partner supports to school priorities, and beginning to establish more consistent structures for engagement. Established partnerships exist within the school community around mental health, afterschool programs, and dental screening. Ensuring partners are aware of our community school goals is needed. There are opportunities to increase partnerships to support the identified needs at the site.	Baldwin Academy concludes the second year of Community Schools implementation, strategic community partnerships have become an increasingly integral component of our whole-child support system. Over the course of the year, our connections with local businesses, service providers, and community organizations not only remained strong but expanded significantly as we deepened outreach and engagement within the broader community. Building on the foundation established in Year 1, Baldwin Academy intentionally focused on strengthening existing partnerships while developing new relationships that broaden the range and depth of supports available to students and families. These partnerships now play a critical role in addressing basic needs, supporting mental health and wellness, expanding enrichment opportunities, and reinforcing positive school climate. Key community partners include E&A McKinney Vento Liaison, Intersectional Ethnic Studies Department, Feed the Children, God's Pantry, Foothill Family, Del Haven, Pacific Clinics, Sycamore, Wesley Dental, the Department of Mental Health, The Home Depot, Hilda Solis's Office, and HLPUSD Adult Education. Through these collaborations, families have gained access to essential resources such as food distribution, mental health counseling, dental services, family workshops, adult education opportunities, and community-based supports that extend beyond the school day. Collectively, these partnerships strengthen the safety net around students and enhance the school's ability to respond holistically to family needs. In addition to formal partnerships, Baldwin Academy continues to benefit from strong informal relationships with local businesses, including Chick-fil-A, Raising Cane's,

		Little Caesars, Bambino Felice, and Panda Express. These community partners generously supported the school through donations, incentives, and recognition opportunities throughout the year. Their contributions played an important role in celebrating student achievement, reinforcing positive behavior, and creating moments of joy and connection that contribute to a welcoming and encouraging school culture. These partnerships align closely with staff and family-identified needs. Staff surveys consistently emphasized the importance of mental health supports, trauma-informed practices, and clearer referral pathways, while families expressed appreciation for access to resources and community-based services. Strategic partnerships have helped bridge gaps by extending the school's capacity without increasing internal strain on staff, reinforcing sustainability rather than dependence on individual roles. Looking ahead, Baldwin Academy will continue prioritizing partnerships that are intentional, aligned with student needs, and sustainable over time. The focus will remain on deepening collaboration, clarifying roles and referral pathways, and ensuring partners are fully integrated into the Community Schools vision rather than operating as stand-alone supports. Overall, Year 2 marks a significant step forward in Baldwin Academy's strategic use of community partnerships. These relationships now function as an essential extension of the school's support system—enhancing student wellbeing, strengthening family engagement, and contributing to a positive, connected campus culture that reflects the core values of the Community Schools model.
Professional Learning	Staff have received professional development around SEL strategies, including the implementation of calming spaces within the classroom, T2 Response to Intervention around behavior, PBIS strategies, and trauma informed practices.	At the beginning of the 2025–2026 school year, Baldwin Academy identified professional learning as a key lever for strengthening staff capacity to support the whole child. Multiple data sources pointed to the need for targeted development in

		trauma-informed practices, SEL integration, restorative practices, MTSS and Tier 2 interventions, and proactive behavior systems aligned to PBIS. The Need Assessment survey demonstrated a need for culturally responsive teaching. In response, the school established clear professional learning priorities focused on these areas, along with instructional supports such as Thinking Maps and writing development. By the end of the year, Baldwin Academy made meaningful progress through a more coordinated and intentional professional learning plan. Staff engaged in training on trauma-informed practices, PBIS, and instructional strategies, while PLC time supported collaboration, data analysis, and alignment across classrooms. These efforts strengthened staff awareness, instructional coherence, and consistency in student supports. While this work established a strong foundation, staff identified the need for ongoing coaching and deeper implementation—particularly in restorative practices, SEL, and MTSS Tier 2. Overall, the year reflects a shift from identifying needs to actively building capacity, with professional learning becoming more aligned, responsive, and connected to student success.
Centering Community Based Learning	Classroom instruction makes connections to student real life experiences. Teaching staff regularly bring in realia, such as visuals, various media platforms and examples include caterpillars to watch the process of metamorphosis. These examples are focused on the grade level standards and there is growth needed to increase student agency and expand learning to include community based projects. Student Council participates in Community based projects, however, it is limited to a small population of students and there are opportunities to grow these practices so that a larger student population has access. Baldwin News also	Baldwin Academy has made meaningful progress in expanding community-based learning opportunities that connect classroom instruction to real-world experiences, student interests, and community assets. Student and staff voice played a central role in shaping this work, highlighting a strong interest in hands-on and engaging learning such as gardening, robotics, field experiences, cultural events, and project-based learning. In response, the school prioritized more inclusive, culturally relevant instruction and began

	encourages students to discuss and reflect on community based practices.	strengthening partnerships to support these efforts. A key development included a collaboration with LA Public Works to install garden boxes, creating opportunities for place-based learning connected to science and environmental stewardship, with plans for full implementation in the 2026–2027 school year. Throughout the year, field trips, on-campus learning experiences, and expanded cultural celebrations—such as Hispanic Heritage, Black History Month, Lunar New Year, and Filipino Heritage—helped deepen student engagement and foster a stronger sense of belonging. After-school enrichment and student feedback through surveys further informed these efforts, ensuring learning opportunities remained relevant and responsive. Overall, Baldwin Academy is progressing from an emerging toward a developing stage in community-based learning, building a more engaging and inclusive environment while establishing a strong foundation for deeper integration, expanded partnerships, and increased student agency in the future.
Progress Monitoring and Possibility Thinking	Baldwin continues to strengthen its continuous improvement systems. Current monitoring tools include: ● Aeries attendance dashboards ● MAP benchmark assessments ● CA Dashboard academic and suspension data ● CHKS climate indicators ● Family, student, and staff surveys ● PBIS walkthroughs and referral data	Progress monitoring at Baldwin Academy has evolved into a more comprehensive and reflective continuous improvement process. The school used multiple data sources—including attendance dashboards, benchmark assessments, California Dashboard indicators, school climate data, surveys, and PBIS metrics—to guide decision-making and identify priorities such as chronic absenteeism, academic performance in ELA and math, and stakeholder engagement. These tools provided a broad understanding of student outcomes, behavior patterns, and school climate, helping teams assess the effectiveness of current strategies.

		Over time, the school shifted from reviewing isolated data points to examining how systems interact and where gaps remain. Baldwin Academy also expanded its approach by incorporating more human-centered practices, such as listening sessions, community circles, and informal feedback opportunities, to better understand stakeholder experiences. This shift strengthened the school's ability to address root causes and respond more effectively to emerging needs. While further work is needed to formalize data cycles and roles, Year 2 reflects a move toward a more intentional, inclusive, and responsive progress-monitoring system.

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 • Meetings and forums • Other: (Write in)	• Surveys • One-on-one interviews • Focus groups • Visioning exercises • 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	• Surveys • One-on-one interviews • Focus groups • Visioning exercises

			• Meetings and forums • Other: (Write in)	• Meetings and forums • Other: (Write in)

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

Beginning of year reflection	**End of Year Reflection *(To be completed at the end of the year)***
Please provide a brief overview At the start of the 2025–2026 school year, Baldwin Academy maintained a strong commitment to engaging historically marginalized groups, including: • Students experiencing homelessness • English learners • Low-income families • Students with disabilities • Culturally and linguistically diverse families Staff surveys indicate that teachers regularly identify student needs related to food insecurity, housing challenges, and trauma, and believe that mental health and social-emotional support services are crucial. Parent survey data shows high awareness of resource supports, with many families requesting additional information about food pantry access, housing supports, and immigration-related resources. Student surveys reveal that although most students feel cared for, some still experience low belonging and challenges around fairness and engagement.	• Throughout the school year, Baldwin Academy strengthened its systems for engaging historically marginalized students and families by intentionally focusing on access, voice, and meaningful connection. One key area of progress was improved access to basic needs supports. Parent survey responses reflected high awareness of available food assistance, clothing, and personal care resources, with many families expressing appreciation for the school's food pantry offerings and housing support information. These resources helped reduce barriers to learning and reinforced Baldwin Academy's role as a trusted hub for family support. • Family participation in decision-making also increased over the course of the year. Families engaged through surveys, family and community events, informal discussions with staff, and participation on leadership and advisory committees. These multiple entry points allowed families to share their perspectives and contribute to school planning in more meaningful ways. • Strengthening student voice was another area of significant focus. Student survey data revealed a clear desire for additional sports opportunities, arts and enrichment programming, fair and respectful treatment, stronger feelings of belonging and emotional safety, attendance incentives, and accessible tutoring and academic support. These findings were reinforced by School Climate Report Card (SCRC) data, which showed lower levels of meaningful participation and perceived campus safety compared to state averages. Together, these insights directly informed the goals and strategies outlined in the 2025–2026 Community Schools implementation plan. • Staff feedback further supported this work by identifying areas where additional capacity-building is needed. Staff emphasized the importance of continued professional learning around trauma-informed practices and highlighted the need to increase

These data collectively highlight the importance of culturally responsive practices, improved communication pathways, expanded basic needs support, and more equitable access to enrichment.	classified staff awareness of available services and referral processes. Addressing these areas will be essential to ensuring that supports for students and families are consistently

Overview

The implementation of a **Community School** model at Baldwin Academy aims to create a supportive environment where students, families, and community members work collaboratively to improve academic success, build a positive school climate and culture, and overall school engagement. This plan outlines key goals, actions, and strategies that were drafted and approved by the 2024-2025 Baldwin Academy Community School Advisory Council for a sustainable and effective community school program.

Goals	Rationale
Goal 1: Strengthen Family & Community Engagement By **May 2026**, family 7 community engagement will increase at **Baldwin Academy** as evidenced by: 1. Increase the number of partnerships and collaborations with community and district organizations by 10%. 2. Increase in parent participation in workshops, community meetings, and events by 10%. 3. Increase in the response rate on parent/community surveys by 10%.	According to our Needs Assessment Survey, 42.5% of parents expressed interest in volunteering but have not yet had the opportunity to do so. Additionally, 37.5% of parents reported feeling excluded from school decision-making processes and indicated a strong desire to be more actively involved. The survey revealed that 87.6% of families are interested in attending Family Fun Nights, while 52.9% expressed a preference for daytime events, highlighting a strong desire for more flexible and engaging family-centered activities throughout the day and evening. Survey results show that 57% of respondents would be interested in attending academic workshops, such as those focused on tutoring, college advising, and after-school programs. 37.1% of Families would like to attend wellness workshops. This indicates a strong interest in academic support and enrichment opportunities for students. According to the Comprehensive Needs Assessment Survey, 17.8% of parents regularly volunteer, a larger portion of 42.5% would like to volunteer but do not and 39.7% do not have time to volunteer. Research shows that family engagement directly correlates with improved student achievement, attendance, and social-emotional well-being. By enhancing parent involvement and expanding community collaborations, Baldwin can foster a more inclusive, resourceful, and supportive school environment. This aligns with our commitment to building a thriving Community School model where families feel empowered as active participants in their child's education. The advisory Council was unanimous in making family engagement a priority.

Goal 2: Improve Student Academic Outcomes & Support By **May 2026**, student academic success and attendance will improve at **Baldwin Academy** as evidenced by: 1. A 2% decrease in chronic absenteeism (students missing 10% or more of the school year). 2. A 2% increase in students meeting grade-level benchmarks in core subjects. 3. A 10% Increase in expanded learning opportunities for after-school programs and enrichment activities.	According to the Comprehensive Needs Assessment Survey, Students requested additional support in math (55.1%), followed by writing (35.6%) and reading (32.4%). 57% Families request additional academic support across the three areas. Students requested after-school activities in Art (58.9%), Sport (58%), Music (42.5%), and Robotics (26%). Additionally, Baldwin has experienced high levels of chronic absenteeism over the past few years, impacting learning outcomes and overall school performance. This goal will focus on proactive attendance interventions, academic support systems, and stronger school-family partnerships to ensure students attend school consistently and achieve academic success.
Goal 3: Positive Climate and Culture By **May 2026**, Baldwin academy will strengthen school climate and culture by improving feelings of safety, connectedness, respect, and engagement among students, staff, and families as evidenced by: 1. A 10% increase in favorable responses on the California Healthy Kids Survey; schools' connectedness, perceived safety, meaningful participation and caring relationships. 2. Positive Behavior Intervention Supports (PBIS) Walkthrough Tool data. 3. Reducing students with multiple major referrals by 2%	According to the Comprehensive Needs Assessment Survey, 90.5% of students previously reported feeling cared for by their teacher, however recent CHKS data representative of 5th grade students shows that only 57% feel a sense of belonging at school, and 64% feel that adults care about them—both slightly below state averages. Additionally, 44% of students report feeling bored at school, and 15% experience frequent sadness, highlighting the need for more emotionally supportive and engaging learning experiences. Data indicates 61% of students feel safe at school, pointing to a need for a more secure and inclusive environment. These findings underscore the importance of expanding social-emotional learning, trauma-informed practices, and enrichment opportunities to enhance student engagement.

Metrics & Actions: The following outlines the details of how these goals will be measured and achieved.

Goal 1 Strengthen Family & Community Engagement

Measurement of Effectiveness	Method of Evaluation	Baseline Data	Desired Outcome
Increase in the response rate on parent/community surveys.	**Survey Data**	Need Assessment Survey: 17.8 %	Need Assessment: 25%
Increase the number of partnerships and collaborations with community and district organizations.	**Community Partnership Reports**	14 community partners	17 community partners
Increase in parent participation in workshops, community meetings, and events.	**Parent Workshop Sign-in Sheets:** Track participation and feedback. Use QR codes for parents to sign-in.	10-12 parents attend workshops, meetings, and events.	20-24 parents in attendance.

Strategies, Actions, Task	**Description**	**Personnel Responsible**	**Timeline**
Parent Involvement in School Activities	Organize monthly, family-oriented events during and after school hours. Provide parent workshops based on needs indicated. Provide parent volunteer opportunities and training.	Administrator CS specialist	Launch by August 2025 and track attendance through May 2026.
Community Partnerships for Student & Family Support	Establish new partnerships with local businesses and community organizations.	Administrator CS Specialist	Secure all partnerships by January 2026 and assess impact in May 2026.

Parent Volunteer Recognition & Celebration	Launch a Parent Recognition Program (Community Passport) to celebrate families with strong school engagement.	Administrator School Counselor CS Specialist TOSA Teachers	Recognize parents during our Volunteer Tea by May 2026.
Enhance school wide communication.	Communicate Community Schools Updates through a Community Schools Newsletter. Set up A frame signs notifying the community of upcoming meeting and workshop opportunities.	Administrator CS Specialist	Begin August of 2025 and track through May 2026.

Goal 2 Improve Student Academic Outcomes & Support

Measurement of Effectiveness	Method of Evaluation	Baseline Data	Desired Outcome
Attendance: monitor excessive and chronic absenteeism rates using data from Aeries Analytics and the California Dashboard.	**Attendance Data Tracking:** Measure reduction in chronic absenteeism rates. Use data to identify patterns and root causes of absenteeism in order to identify and provide supports needed.	California Dashboard: 23.8%	California Dashboard: 21.8%
Monitor student academic progress using MAP and California Dashboard data.	Collect and analyze MAP data; Fall, Winter and Spring in order to identify academic skills gaps in order to guide professional development, instruction/interventions and parent workshops. Analyze CAASPP data in order to	**ELA** CAASPP-42.1% met or exceeded standard. MAP- 29% scored at or above the 61st percentile. **Math** CAASPP-33.64% met or exceeded standard.	**ELA** CAASPP-44.1% met or exceeded standard. MAP-31% scored at or above the 61st percentile. **Math** CAASPP-35.64% met or exceeded

	determine areas of strength and challenge in order to guide professional development, instruction/intervention and parent workshops.	MAP-29.7% of students scored in the 61st percentile or above.	standard. MAP-31.7% of students scored in the 61st percentile.
Keep record of student attendance and pre and post assessment data in academic intervention and enrichment programs.	**Intervention Program Effectiveness:** Monitor student attendance before and after intervention. Analyze pre and post assessment data from interventions provided.	**0%**	Increase participation in academic intervention and enrichment programs by 20%.

Strategies, Actions, Task	Description	Personnel Responsible	Timeline
Implement an Attendance Awareness & Incentive Program	Launch a **school-wide Attendance Program** with incentives for students who maintain or improve their attendance. Reduce chronic absenteeism by 2% by May 2026.	Administrator CS specialist Teachers School support staff	Launch by September 2025, with monthly progress tracking through May 2026.
Educate the community about the importance of attendance through parent workshops, meetings, and public service announcements.	Shared information through presentations, videos through our social media platforms, in the classroom, and through parent square.	Administrator Attendance team CS specialist Teachers School support staff	System launches by **September 2025** and continues through **May 2026**
Provide access to STEAM	STEAM enrichment opportunities	Administrator	By May 2026, have a 20%

enrichment opportunities afterschool.	will be provided to students after school through partnerships and certificated staff members.	CS Specialist Teachers STEAM Partners	increase in student participation in enrichment programs.
Provide academic tutoring afterschool in the areas of Reading, Writing and Math.	Academic after school tutoring provided by certificated and classified staff. Students participating will be identified using MAP and CFA data in order to close skills gaps and increase achievement. Interventions utilized during and after school will be delivered using research based strategies and supplemental curriculum and instructional supplies.	Administrator CS Specialist Teachers Classified Staff	By May 2026, have a 20% increase in student participation in academic tutoring programs.

Goal 3 Positive Climate and Culture

Measurement of Effectiveness	**Method of Evaluation**	**Baseline Data**	**Desired Outcome**
Student CHK Survey Results	Measure increases in students' perceived connectedness, safety, meaningful participation, and caring relationships.	Climate survey: 57% of students feel connected.	Climate survey: 60% of students report feeling connected.
School Services/Resources Utilization	Track number of students receiving community schools resources such as counseling and health screenings.	No baseline data.	Maintain records on 100% of students receiving services.
Staff Training Sign In Sheet	Track the number of staff that complete professional development related to goals.	0%	Have at least 80% of staff trained and implementing strategies.

Positive Behavior Intervention Supports (PBIS) Walkthrough Tool data. Behavior Referral Data	Track Evidence-based classroom practices.	0%-no baseline data 6-10% of students received 2-5 major office referrals.	Minimum of 1 feature for 3 classroom practices in 80% of observed classrooms. Reduce the number of students receiving 2 or more major office referrals by 2%.

Strategies, Actions, Task	Description	Personnel Responsible	Timeline
Expand School-Based Mental Health Services	Increase access to on-campus mental health counseling by partnering with local providers.	Administrator School Counselor CS specialist Teachers School support staff	Continue services by October 2025 and monitor impact through May 2026.
Implement Positive Behavior Intervention Supports.	Plan and implement PBIS strategies for Tier 2.	Administrator School Counselor CS specialist Teachers PBIS Team School support staff	Meet with the PBIS Team in August 2025, with progress evaluation in May 2026.
Provide Tier 2 MTSS Support in the area of Behavior.	MTSS Intervention Aide will assist with facilitating team building activities to strengthen peer relationships and promote collaboration.	Administrator CS Specialist TOSA MTSS Intervention Aide	Beginning in August 2025 through May 2026.
Train Staff in Trauma-Informed Practices.	Provide professional development for all teachers and staff on trauma-informed teaching and crisis response.	Administrator School Counselor CS specialist PBIS Team	Training sessions scheduled for October 2025 and follow-up sessions in 2026.

Plan for the implementation of Restorative Practices.	Work with Western Justice Center to launch professional development and create a shared understanding for the delivery of Restorative Practices.	Administrator CS Specialist Counselor TOSA	Training during first trimester and follow up sessions throughout the year until May 2026.
Foster a positive, inclusive school climate and promote physical, social, and mental wellness by creating accessible wellness spaces.	Provide a wellness space that fosters a sense of connection, belonging and proactive wellness through group activities and community-building. Encourages student leadership and peer connection. Space will include various areas for seating and activities. Build and sustain a school garden. Space to be identified, student and volunteers will be recruited, partner with a community organization to assist. Enrichment activities during unstructured time (recess/lunch).	Administrator CS Specialist Volunteers Partnership Students Teachers Counselor Classified Staff	Begin in August 2025 through May 2026. Maintain usage through sign in.
Integrate culturally responsive practices schoolwide.	Provide professional learning on culturally responsive teaching and inclusion. Host monthly cultural and diversity celebrations/activities.	Administrator CS Specialist District TOSA Teachers Counselor TOSA Volunteers	Begin practices in August and continue through May 2026, documenting through artifacts such photos, videos, calendar, etc.

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 has presented several key challenges, the most impending being the effective integration of existing site practices and goals within the new CCSPP framework. Initially, aligning our established initiatives with the specific requirements and opportunities of the grant proved complex. To address this, our initial solution involved a thorough process of cross-mapping existing resources, programs, and objectives with the CCSPP components. This allowed us to identify areas of potential overlap, ensuring that our ongoing efforts could be leveraged and enhanced rather than duplicated or disregarded.

Another significant challenge arose in restructuring roles and responsibilities to effectively support the community schools model. This required a clear articulation of new expectations and collaborative decision-making regarding who would lead and support various aspects of the initiative. We tackled this by establishing clear goals, outlining specific action steps, and assigning persons responsible for each task. This fostered accountability and ensured that the necessary work was distributed effectively across the team. Furthermore, consistent communication of these action steps and the resulting data was crucial for maintaining momentum and transparency. To facilitate this, we developed a community schools newsletter to regularly update stakeholders on our progress and established a Community Schools Advisory Team. This team serves as a vital conduit for sharing data, gathering input, and ensuring that community voices inform our decisions.

Identifying specific site needs to inform the development of targeted and impactful goals also posed an initial hurdle. Relying solely on broad data sets proved insufficient to pinpoint the challenges and opportunities within our site. To overcome this, we implemented a strategy of disaggregating data from multiple educational partners. This included a careful analysis of notes and feedback from various meetings, comprehensive community school surveys, and the California Healthy Kids Survey. By triangulating these diverse data sources, we gained a much clearer understanding of our specific needs and were able to develop more relevant and actionable goals.

Looking ahead, increased guidance and examples of successful integration strategies from other grantees would be beneficial in streamlining the alignment process. Furthermore, professional development opportunities focused on effective data disaggregation and utilization for needs assessment could enhance our ability to develop targeted interventions. Finally, continued opportunities for peer-to-peer learning and collaboration among CCSPP grantees would foster a stronger network for sharing best practices and problem-solving.

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 2025- 2026 school year
  - Check the box in column D if training or professional development in that area occurred during the 2025- 2026 school year
  - Check the box in column E if you expanded your capacity to offer the support during the 2025- 2026 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	✔	✔			✔

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
Nutrition Services and Support	Yes		✔			
Academic Support (tutoring, specialist, etc.)	Yes	✔	✔			✔
Counseling Center	Yes	✔				
Multi-Tiered System of Support	Yes	✔	✔			✔
Coordination of Services Team (e.g., COST team)	No					
Before School (times/services)	No					
After School (times/services)	Yes	✔	✔			
Summer Programs	No					
During School (learning pathways, differentiated instruction, lab times, etc.)	Yes	✔	✔			
Teacher Leadership Development and Opportunities	Yes	✔	✔			

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	✔	✔	✔		✔

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
Practices that help prevent, reduce, and eliminate exclusionary discipline (restorative practices, peer mediation, etc.)	Yes		✔	✔		
Programs and practices that teach social-emotional skills (e.g. mindfulness practices)	Yes	✔	✔			
Project-Based Learning	No					
Culturally-Sustaining Pedagogy	Yes		✔			
Community-Based Curriculum and Pedagogy	No					
Personalized Learning Plans	No					
Performance Assessments (e.g., capstones, portfolios, etc.)	No					
Advisory System (advisor roles, classes, curriculum, etc.)	No	✔	✔			

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
Insert additional rows to include your local supports, practices, etc.						