Baldwin (Julia) Elementary

2024–25 School Accountability Report Card

Reported Using Data from the 2024–25 School Year

California Department of Education

Address:	280 Martinvale Ln. San Jose, CA , 95119-1840	**Principal:**	Ms. Kristine Loeper, Principal
Phone:	(408) 226-3370	**Grade Span:**	P-6

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

About This School

Ms. Kristine Loeper, Principal

Principal, Baldwin (Julia) Elementary

Contact

Baldwin (Julia) Elementary
280 Martinvale Ln.
San Jose, CA 95119-1840

Phone: (408) 226-3370
Email: kloeper@ogsd.net

Contact Information (School Year 2025–26)

District Contact Information (School Year 2025–26)

District Name	Oak Grove Elementary
Phone Number	(408) 227-8300
Superintendent	Chaidez, Ivan
Email Address	ichaidez@ogsd.net
Website	www.ogsd.net

School Contact Information (School Year 2025–26)

School Name	Baldwin (Julia) Elementary
Street	280 Martinvale Ln.
City, State, Zip	San Jose, CA , 95119-1840
Phone Number	(408) 226-3370
Principal	Ms. Kristine Loeper, Principal
Email Address	kloeper@ogsd.net
Website	https://baldwin.ogsd.net
Grade Span	P-6
County-District-School (CDS) Code	43696256095400

School Description and Mission Statement (School Year 2025–26)

Baldwin Elementary empowers all students to embrace learning while fostering an inclusive, compassionate and nurturing environment where all students achieve their personal best and build their social-emotional and physical well-being.

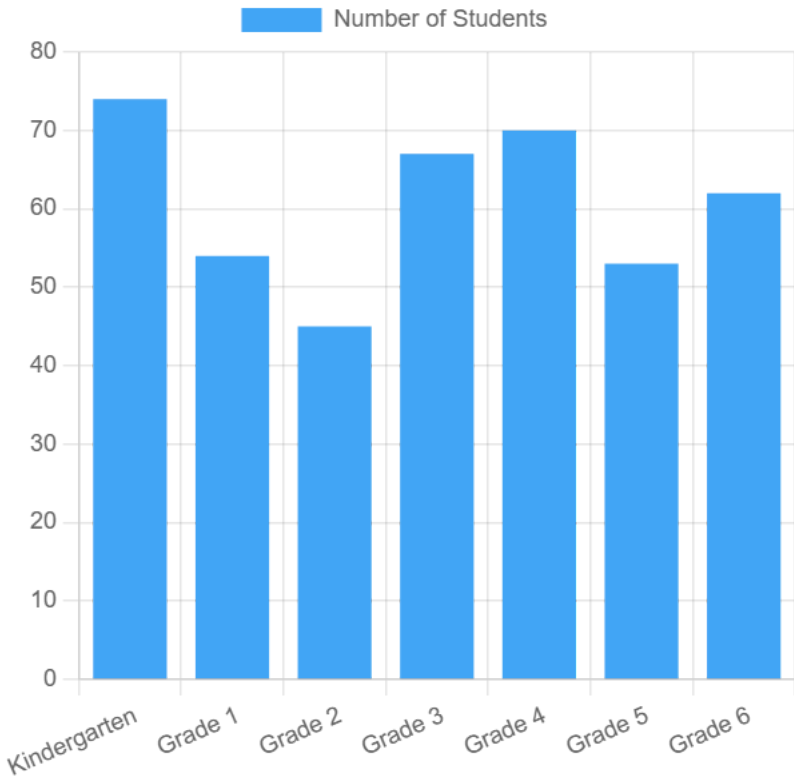
The fundamental aim of our educational program is to ensure that each student possesses the competence and confidence that would guarantee success at the next level while building and maintaining their social-emotional well being. Together in partnership with our families and community at large, we strive to build an environment that fosters independence and responsibility to meet the academic, social and emotional needs of our diverse learners, preparing them for success in life.

Additionally, we work closely with our educational partners throughout the district and analyze student performance data on an ongoing basis. Five 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 - We will actively engage parents and community members in supporting the implementation of CCSS instruction and providing input to program decisions. Goal 5 - School and classroom environments support learning, creativity, safety, and engagement.

Student Enrollment by Grade Level (School Year 2024–25)

Grade Level	Number of Students
Kindergarten	74
Grade 1	54
Grade 2	45
Grade 3	67
Grade 4	70
Grade 5	53
Grade 6	62
Total Enrollment	425



Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment
Female	49.20%
Male	50.80%
Non-Binary	0.00%
American Indian or Alaska Native	0.20%
Asian	28.20%
Black or African American	3.10%
Filipino	5.60%
Hispanic or Latino	43.30%
Native Hawaiian or Pacific Islander	0.20%
Two or More Races	9.90%
White	9.20%

Student Group (Other)	Percent of Total Enrollment
English Learners	12.70%
Foster Youth	0.00%
Homeless	2.80%
Migrant	0.20%
Socioeconomically Disavantaged	35.10%
Students with Disabilities	13.40%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.80	95.42%	383.80	93.10%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	3.70	0.91%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	4.58%	4.00	0.97%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	3.00	0.73%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	17.60	4.28%	15831.90	5.67%
Total Teaching Positions	21.80	100.00%	412.30	100.00%	279044.80	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2022–23)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.50	100.00%	358.80	91.45%	231142.40	83.24%
Intern Credential Holders Properly Assigned	0.00	0.00%	2.70	0.70%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	13.90	3.55%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	1.30	0.34%	11746.90	4.23%
Unknown/Incomplete/NA	0.00	0.00%	15.50	3.96%	14303.80	5.15%
Total Teaching Positions	19.50	100.00%	392.30	100.00%	277698.00	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2023–24)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.10	86.44%	349.60	88.09%	230039.40	100.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	1.80	0.46%	6213.80	2.23%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	18.10	4.58%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	1.00	0.25%	12112.80	4.34%
Unknown/Incomplete/NA	3.10	13.56%	26.20	6.62%	13705.80	4.91%
Total Teaching Positions	23.30	100.00%	396.90	100.00%	278927.10	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2021–22 Number	2022–23 Number	2023–24 Number
Permits and Waivers	0.00	0	0.00
Misassignments	1.00	0	0.00
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	1.00	0	0.00

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2021–22 Number	2022–23 Number	2023–24 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0.00
Local Assignment Options	0.00	0	0.00
Total Out-of-Field Teachers	0.00	0	0.00

Class Assignments

Indicator	2021–22 Percent	2022–23 Percent	2023–24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.5%	0%	0.00%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0%	0%	0.00%

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2025–26)

The district has a board adopted curriculum used by all Sites. The most recent curriculum adoptions can be found at:

https://www.ogsd.net/departments/educational-services/curriculum-instruction-and-assessment/core-curriculum-tk-8th-grade

The data on this page represents the curriculum indicated on the above mentioned website.

Each year, the district conducts a comprehensive curriculum audit certifying that all students have full access to all materials. Additionally, the state and county offices of education select random schools to undergo a visual inspection to determine that the curriculum materials were indeed satisfactory and accessible to the students.

Year and month in which the data were collected: August 2025

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts		0
Mathematics		0
Science		0
History-Social Science		0
Foreign Language		0
Health		0
Visual and Performing Arts		0
Science Lab Eqpmt (Grades 9-12)	N/A	0

Note: Cells with N/A values do not require data.

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

  The CAASPP System encompasses the following assessments and student participation requirements:
  1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
English Language Arts / Literacy (grades 3-8 and 11)	46%	47%	46%	48%	47%	48%
Mathematics (grades 3-8 and 11)	49%	46%	41%	43%	35%	37%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	255	240	94.12%	5.88%	46.67%
Female	119	115	96.64%	3.36%	50.43%
Male	136	125	91.91%	8.09%	43.20%
American Indian or Alaska Native	--	--	--	--	--
Asian	71	69	97.18%	2.82%	68.12%
Black or African American	--	--	--	--	--
Filipino	13	13	100.00%	0.00%	69.23%
Hispanic or Latino	119	109	91.60%	8.40%	31.19%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	22	21	95.45%	4.55%	42.86%
White	21	19	90.48%	9.52%	52.63%
English Learners	35	28	80.00%	20.00%	7.14%
Foster Youth	0	0	0%	0%	0%
Homeless	12	11	91.67%	8.33%	18.18%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	104	95	91.35%	8.65%	26.32%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	37	30	81.08%	18.92%	20.00%

Note: ELA test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative

Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	255	245	96.08%	3.92%	45.71%
Female	119	116	97.48%	2.52%	43.10%
Male	136	129	94.85%	5.15%	48.06%
American Indian or Alaska Native	--	--	--	--	--
Asian	71	70	98.59%	1.41%	75.71%
Black or African American	--	--	--	--	--
Filipino	13	13	100.00%	0.00%	61.54%
Hispanic or Latino	119	114	95.80%	4.20%	25.44%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	22	21	95.45%	4.55%	47.62%
White	21	19	90.48%	9.52%	52.63%
English Learners	35	34	97.14%	2.86%	17.65%
Foster Youth	0	0	0%	0%	0%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Homeless	12	11	91.67%	8.33%	9.09%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	104	98	94.23%	5.77%	24.49%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	37	30	81.08%	18.92%	20.00%

Note: Mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
Science (grades 5, 8, and high school)	36.51%	34.62%	36.40%	35.78%	30.73%	32.52%

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	54	52	96.30%	3.70%	34.62%
Female	18	17	94.44%	5.56%	29.41%
Male	36	35	97.22%	2.78%	37.14%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	34	32	94.12%	5.88%	25.00%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	23	22	95.65%	4.35%	18.18%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2024–25)
Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	100%	100%	100%	100%	100%

Note: The admistration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2025–26)

We will actively engage families and community members in supporting the implementation of CCSS instruction, and providing input to program decisions. 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. We have worked hard to engage our families through the following educational partnership meetings: -Family Nights: Literacy, Science, Math, STEAM, Multicultural Day-SSC Meetings -HASC Meetings-ELAC Meetings-Habla -Koffee Klatch Meetings -SEAL workshops and gallery walks about the strategies, curriculum and home connections We also communicate with parents via the School Web Page, Parent Web Page and Facebook, Marquee, Monthly Newsletter, Parent Square, phone, and email. In addition, our Book of the Month will focus on the social-emotional wellbeing of our students and the social justice standards around identity and activism. Our Family Engagement Committee helps to plan activities to engage our community as well.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

Chronic Absenteeism by Student Group (School Year 2024–25)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	462	444	58	13.1%
Female	221	212	24	11.3%
Male	241	232	34	14.7%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	127	123	3	2.4%
Black or African American	15	14	0	0.0%
Filipino	24	24	1	4.2%
Hispanic or Latino	202	197	48	24.4%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	42	42	4	9.5%
White	42	41	2	4.9%
English Learners	70	65	10	15.4%
Foster Youth	--	--	--	--
Homeless	12	12	6	50.0%
Socioeconomically Disadvantaged	172	161	40	24.8%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	71	70	14	20.0%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2022–23	School 2023–24	School 2024–25	District 2022–23	District 2023–24	District 2024–25	State 2022–23	State 2023–24	State 2024–25
Suspensions	1.59	1.16	0.22	3.01	2.78	2.06	3.60	3.28	2.94
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Suspensions and Expulsions by Student Group (School Year 2024–25)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.22%	0.00%
Female	0.00%	0.00%
Male	0.41%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	6.67%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.00%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.00%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

School Safety Plan (School Year 2025–26)

The School Site Council met on December 15, 2025, to approve the Safe School Plan.
It was decided that Goal 1 would focus on increasing the percentage of students who feel safe and connected at school. Our Goal 2 will remain the same, with additional updates to our ARC supplies. Goal 3 will continue to focus on providing mental health support for students and their families. Goal 4 will focus on implementing our Workplace Violence Prevention Plan.

Use this link to access Baldwin School's complete School Safety Plan:

https://www.ogsd.net/our-schools/school-safety-plans

D. Other SARC information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	20.00	3	1	0
1	26.00	0	2	0
2	25.00	0	2	0
3	25.00	0	2	0
4	33.00	0	1	0
5	26.00	0	2	0
6	28.00	0	2	0
Other**	23.00	0	2	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	24.00		2	
1	25.00		2	
2	24.00		3	
3	25.00		3	
4	31.00		2	
5	33.00			
6	28.00		2	
Other**	25.00		1	

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2024–25)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	21.00		2	
1	21.00	1	1	
2	23.00		2	
3	25.00		2	
4	32.00		2	
5	27.00		2	
6	31.00		2	
Other**	22.00		2	

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Pupils to Academic Counselor (School Year 2024–25)

Title	Ratio
Pupils to Academic Counselor*	0

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Student Support Services Staff (School Year 2024–25)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.25
Psychologist	0.60
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.85
Resource Specialist (non-teaching)	
Other**	0.00

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.
** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$18247.00	$8154.00	$9205.00	$100123.00
District	N/A	N/A	$10057.00	$99700.00
Percent Difference – School Site and District	N/A	N/A	0.24%	3.96%
State	N/A	N/A	$11146.18	$101700.00
Percent Difference – School Site and State	N/A	N/A	-6.72%	2.66%

Note: Cells with N/A values do not require data.

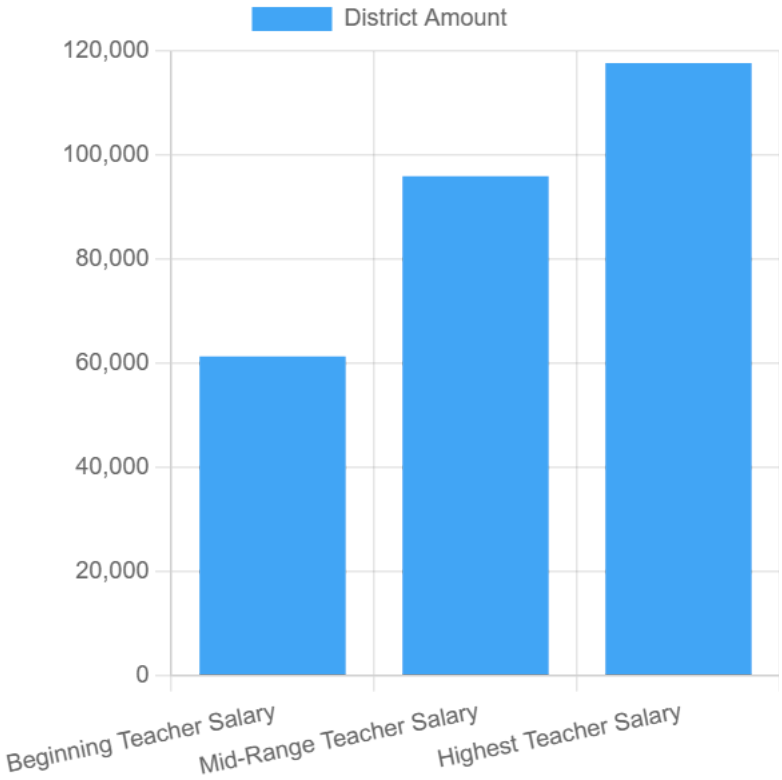
Types of Services Funded (Fiscal Year 2024–25)

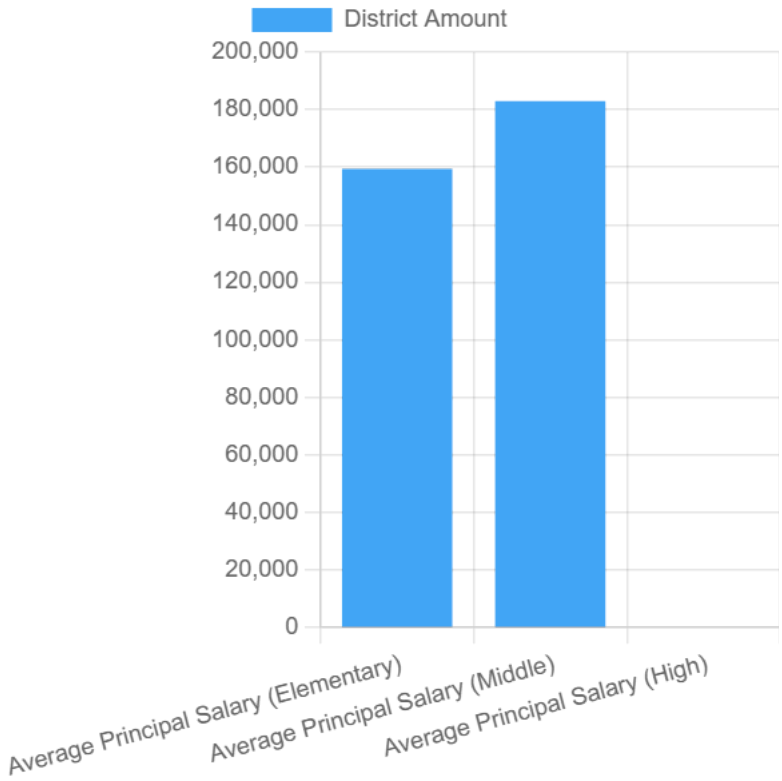
Planning days for teachers to plan lessons, collaborate and review student data as well as professional development. Instructional supplies and printed materials to support mastery of Common Core standards. Reading Intervention support as well as Math Foundational Skills (Goal 1). Tiered re-engagement strategies, incorporating the Return to School Tool Kits and implementing Nearpod lessons for socio-emotional learning. Brining cultural diversity and relevance to our classrooms through our Book of the Month program. Offering priority in our after school care program (Goal 2). Providing counseling support for students that need it as well as adjusting services for students with disabilities and second language learners to meet their needs (Goal 3). Positive Behavioral Interventions and Supports (PBIS) incentives to
maintain a safe and caring environment as well as restorative practices (Goal 4). Providing parent meetings in a virtual format. Communicating with Families through ParentSquare, email, phone calls and home visits. Engaging families activities that allow them to connect to the community at large (Goal 5).

Teacher and Administrative Salaries (Fiscal Year 2023–24)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$61287.00	$61596.88
Mid-Range Teacher Salary	$95919.00	$98902.37
Highest Teacher Salary	$117679.00	$126339.83
Average Principal Salary (Elementary)	$159412.00	$158382.71
Average Principal Salary (Middle)	$182994.00	$165207.00
Average Principal Salary (High)	$0.00	$162237.00
Superintendent Salary	$340290.00	$288331.69
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.





Professional Development

Measure	2023–24	2024–25	2025–26
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3