

School Plan for Student Achievement Template

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) follow the template in the [SPSA Template Instructions](#).

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Julia Baldwin Elementary School	43-69625-7027733	May 14, 2026	June 18, 2026

Plan Description

Briefly describe your school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

Baldwin Elementary is committed to the success of the whole child. Our vision is simple: every student deserves the competence to succeed and the confidence to lead. This document outlines our commitment to a strong instructional core that is both inclusive and responsive to the needs of our diverse student body.

We recognize that academic achievement is inseparable from socio-emotional health and consistent school access. To that end, our work centers on effective teaching and the cultivation of strong, supportive relationships with our families. In alignment with our district’s Five-Year Strategic Plan and our current LCAP, we use ongoing data analysis to pivot our resources where they are needed most. Together, we are working to ensure that every student reaches their full potential by fostering an environment where every child feels seen, supported, and empowered to attend and achieve.

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

Goal 5 - We will actively engage parents and community members in supporting the implementation of CCSS instruction and providing input to program decisions.

Educational Partner Involvement

How, when, and with whom did your school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Baldwin elicits our educational partner's input from the School Site Council, Staff, and parent groups as an ongoing cycle. The administration shares data regularly at Home and School Club Meetings, School Site Council Meetings, Staff Meetings, Leadership Meetings, and other various parent group meetings. Parents participate as partners when setting school goals, developing or evaluating programs and policies, and responding to data. Focus groups and our leadership team collect survey data and assess school academic and climate needs on an ongoing basis.

Parent meetings were held through google meetings as well as hybrid meetings. We will continue to engage our community via hybrid models. This will allow families the option to engage in the format that best suits them. School information is communicated via Facebook, Parent Square, School Website and monthly newsletters.

Presentations to stakeholders included:

*School Site Council
May 14, 2026*

English Learner Advisory Committee (ELAC)
May 14, 2026

Baldwin Staff
May 14, 2026

The School Site Council approved the SPSA on May 14, 2026.

Comprehensive Needs Assessment

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

- *Analysis of the 2025 CA School Dashboard reveals a performance gap in English Language Arts. While the "All Students" group is performing at a higher tier Yellow (Medium) level, the English Learner and Socioeconomically Disadvantaged subgroups are currently at the Orange (Low) level. This one-level disparity necessitates a specialized focus on academic language acquisition and equitable access to core content. Following a collaborative data review with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and faculty, Baldwin has committed to a multi-tiered improvement strategy:*
 - **High-Leverage Instruction:** Full-scale SEAL implementation will serve as the primary vehicle for language development across all content areas.
 - **Professional Capacity Building:** Staff will receive advanced training in Designated ELD to ensure targeted, daily language instruction is rigorous and aligned with student needs.
 - **Data-Driven Intervention:** Teachers will utilize the Professional Learning Community (PLC) process to disaggregate data by subgroup, allowing for the design of specific Tier 2 interventions for EL and SED students not yet meeting standards.
 - **Curricular Alignment:** The successful rollout of our newly adopted ELA core curriculum will provide the foundational rigor necessary to bridge the achievement gap.
- *Analysis of the 2025 CA School Dashboard reveals a performance gap in Mathematics. While the "All Students" group is performing at a higher tier Yellow (Medium) level, the Hispanic and Socioeconomically Disadvantaged student groups are performing at the Orange (Low) level. This one-level disparity necessitates a specialized focus and need for targeted mathematical discourse and enhanced support for conceptual understanding within these populations. To address this inequity, the school, in partnership with our parent advisory groups and instructional staff, will execute the following interventions:*

- *Targeted PLC Inquiry: Our PLC teams will conduct regular data cycles focused specifically on the Hispanic and SED subgroups to identify "power standards" that require additional reinforcement.*
- *Tier 2 Support Systems: We will deploy Tier 2 strategic interventions during dedicated small-group instruction time, focusing on students who are performing below grade-level expectations.*
- *Curricular Maximization: We will implement the newly adopted Math core curriculum with high fidelity, specifically leveraging the embedded universal access supports and differentiated resources designed for struggling learners and diverse student populations.*
- *Analysis of the 2025 CA School Dashboard reveals a discrepancy between Socioeconomically Disadvantaged students and all students when it comes to chronic absenteeism. While the general student population currently sits in the Yellow tier on the state dashboard, the Socioeconomically Disadvantaged (SED) student group is disproportionately represented in the Red tier. Current data indicates a significant equity gap, where students facing economic hardship are failing to meet attendance benchmarks. To address this inequity, the school, in partnership with our parent advisory groups and instructional staff, will execute the following interventions:*
 - *Continue Tier 1 strategies such as, attendance rewards for classes with the best and most improved attendance, monitoring attendance by our front office staff and our community liaison for identifying chronically absent students and making phone calls to check in on them and weekly communication about the importance of attendance at school.*
 - *Continue Tier 2 strategies such as SART Meetings with families to identify barriers and put in place supportive measures, offering Saturday Academies and Independent Studies as venues to avoid or make up absences and continuing to monitor students' attendance who are identified as Socioeconomically Disadvantaged.*
 - *Initiate incentive awards for students who are Tier 3 and struggle with school attendance. An example that the team has discussed is an attendance BINGO card where when they get a BINGO they get an immediate prize and when the card is filled up (Black Out) they earn the class an extra 10 min. of recess.*

Goals, Strategies/Activities, and Expenditures

Complete a copy of the Goal table for each of the school's goals. Duplicate the table as needed.

Goal # 1

All students will reach or exceed proficiency in Common Core State Standards through the consistent application of evidence-based instructional practices. We will leverage purposeful technology integration to foster 21st-century essential skills: collaboration,

communication, critical thinking, and creativity. Baldwin is dedicated to providing teachers with the professional support and innovative tools necessary to enhance core academic learning and fulfill national technology standards.

Identified Need

With a continued and sustained focus on foundational skills, Baldwin has been showing a steady increase in our ELA scores. However, our current SBAC indicators still show that more than half of our student population has yet to reach proficiency in ELA and Mathematics. This data necessitates a precise, responsive instructional model. Baldwin will continue to institutionalize Data-Driven Cycles of Inquiry within our PLCs to identify specific learner needs and deploy targeted interventions in real-time.

Simultaneously, we must address the evolving landscape of 21st-century education. Mastery of core standards is now inextricably linked to digital fluency. To ensure that student success is not limited by socioeconomic barriers or lack of home connectivity, we will maintain our 1:1 device ratio and prioritize professional learning that transforms technology from a substitution tool into a vehicle for high-level critical thinking and collaboration. Our commitment is to ensure that every student, regardless of their starting point, has the technological and academic scaffolding necessary to meet rigorous state standards.

Annual Measurable Outcomes Student Instructional Data:

Metric	2023-2024 Data	2024-2025	2025-2026	Desired Outcome for 2026-2027
SBAC Scores	ELA= 46% on or above Math= 49% on or above	ELA= 47% on or above Math= 46% on or above	Available in Fall 2026	Annual Growth of 3% overall
CA Dashboard Academic Indicator	ELA Status: Medium (3)Yellow Math Status: High (4) Green	ELA Status: Medium (3)Yellow Math Status: Medium (3)Yellow	Available in Fall 2026	Blue, Green or Increase of One Performance Level
Local ELA Benchmark Assessments (iReady Mid-Year)	53% on or above grade level (District is 46%)	49% on or above grade level (-4%) (District is 45%)	45% on or above grade level (-4%) (District is 45%)	Annual Growth of 3% overall
Local Math Benchmark Assessments (iReady Mid-Year)	38% on or above grade level (District is 39%)	37% on or above grade level (-1%) (District is 38%)	35% on or above grade level (-2%) (District is 39%)	Annual Growth of 3% overall

Annual Measurable Outcomes Technology:

Metric	2023-2024	2024-2025	2025-2026	Desired Outcome for 2026-2027
Annual Teacher and Student (Grades 3-8) Technology Survey	<i>Students in grade 3-8 who use technology weekly at school</i> 2023-2024: 99% <i>Students in grades 3-8 who use technology daily at school</i> 2023-2024: 85% <i>Teachers who report students use technology on a daily basis</i> 2023-2024: 86%	<i>Students in grade 3-8 who use technology weekly at school</i> 2024-2025: 99% <i>Students in grades 3-8 who use technology daily at school</i> 2024-2025: 90% <i>Teachers who report students use technology on a daily basis</i> 2024-2025: 86%	<i>Students in grade 3-8 who use technology weekly at school</i> 2025-2026: 97% <i>Students in grades 3-8 who use technology daily at school</i> 2025-2026: 92% <i>Teachers who report students use technology on a daily basis</i> 2025-2026: 100%	<i>Students in grade 3-8 who use technology weekly at school</i> 2023-24: 100% <i>Students in grades 3-8 who use technology daily at school</i> 2023-24: 90% <i>Teachers who report students use technology on a daily basis</i> 2023-24: 80%
Student Access to Core Subject Areas Using 21st Century Skills	84.6% of students report using technology to work or collaborate with others. 53.7% of students report using technology to communicate with others. 73.2% of students report using technology to solve problems or help with their critical thinking in class. 73.8% of students report using technology to be creative.	91% of students report using technology to work or collaborate with others. 62% of students report using technology to communicate with others. 77% of students report using technology to solve problems or help with their critical thinking in class. 81% of students report using technology to be creative.	89.2% of students report using technology to work or collaborate with others. 53% of students report using technology to communicate with others. 79.7% of students report using technology to solve problems or help with their critical thinking in class. 86.3% of students report using technology to be creative.	90% of students report using technology to work or collaborate with others. 60% of students report using technology to communicate with others. 80% of students report using technology to solve problems or help with their critical thinking in class. 80% of students report using technology to be creative.

Strategy/Activity 1 Data-Informed Instruction and Professional Growth

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

To foster instructional coherence and address identified achievement gaps, teachers will participate in three dedicated Professional Development and Common Planning days. These sessions will prioritize backward mapping, the design of common formative assessments, and collaborative planning focused on foundational skill remediation. A central emphasis will be placed on structured writing across the curriculum, specifically utilizing scaffolding strategies to ensure English Learners (ELs) achieve equitable access to grade-level standards.

Furthermore, all staff will engage in specialized professional development in Writer’s Workshop, Designated English Language Development (DELD), and Mathematics to drive proficiency gains. To facilitate a successful transition for our youngest learners, Transitional Kindergarten (TK) and Kindergarten teams will conduct a pre-instructional orientation. This bridge program will utilize early screening assessments and social-emotional activities to ensure school readiness and reduce first-day transition anxiety.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$12,456	LCFF

Strategy/Activity 2 Reading Intervention/Reading Support

Students to be Served by this Strategy/Activity

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

Strategy/Activity

The school will provide targeted literacy support through Reading Recovery and data-driven Guided Reading groups to ensure all students reach reading proficiency. To support differentiated instruction, Learning A-Z licenses will be secured for primary classrooms, while the Home and School Club will provide Renaissance Learning for upper-grade students to enhance independent reading growth.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$2,400	District Office/LCFF/Home and School Club Funded

Strategy/Activity 3: Instructional Supplies and Materials

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

Funding will be allocated for instructional materials and print shop services essential for rigorous core curriculum and instruction. These resources will be used to provide students with the necessary scaffolds and enrichment materials to achieve 'Standard Met' or 'Standard Exceeded' status on state assessments.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$7,768	LCFF

Strategy/Activity 4: Math Foundational Skills

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

The school will supplement core math instruction with Reflex and Frax Math licenses to target learning loss and foundational skill deficits. These adaptive programs will provide personalized practice in computational fluency and conceptual understanding to ensure students meet or exceed math standards.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$4,795	LCFF

Strategy/Activity 5: Teachers working in PLC teams

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

Teachers will utilize structured PLC time to engage in data-driven collaborative planning and pedagogical reflection. By systematically reviewing student performance metrics, staff will identify specific learning gaps for students. This targeted approach allows for the design of tailored interventions specifically aimed at accelerating student growth and meeting proficiency benchmarks.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	District Office Funded

Strategy/Activity 6: Site Leadership Team (ILT)

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

The Site Leadership Team provides the strategic direction necessary to advance the school's instructional vision and academic goals. This team facilitates the rigorous implementation of Professional Learning Communities (PLCs) and Cycles of Inquiry, while overseeing the school-wide PBIS framework to align campus culture with our mission. To ensure continuous improvement, the leadership team meets monthly to monitor progress on specific SPSA goals and adjust instructional supports based on a review of real-time student data.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
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\$1,404	LCFF Funded
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Strategy/Activity 7: Science Camp

Students to be Served by this Strategy/Activity

All 6th Grade Students

Strategy/Activity

Sixth-grade students will participate in a four-day residential program at Camp Campbell Outdoor Science School. This immersive experience provides hands-on, standards-aligned science instruction that fosters environmental literacy and character development. Through collaborative outdoor activities, students build meaningful relationships and social-emotional competencies, connecting classroom concepts to real-world ecological systems

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$1,104	LCFF
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Strategy/Activity 8: Provide adequate number of devices

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

To ensure digital equity and support 21st-century learning, the school will sustain a 1:1 Chromebook initiative for all students. We will modernize classroom environments by maintaining a standardized technology suite—including mobile charging carts, LCD projectors, and document cameras—across all instructional spaces, including the Resource Specialist Program (RSP) setting. This infrastructure is paired with a robust professional development plan focusing on digital citizenship and the instructional integration of various digital platforms.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$500	LCFF

Strategy/Activity 9: Ongoing professional development in technology.

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

To ensure high-quality instructional delivery, the school will provide ongoing professional development focused on the integration of educational technology within both traditional classrooms and the Maker Space environment. We will sustain a multi-tiered support system to build teacher efficacy, including EdTech consultative office hours, targeted staff development sessions, and streamlined IT Help Desk support. This comprehensive approach empowers educators to refine their digital pedagogy and leverage innovative tools to enhance student learning outcomes.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	District Office Funded

Strategy/Activity 10: Tech Academy Fellowship/Partnership

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

In preparation for our designation as a STEAM School Option in the 2027-2028 school year, the school is establishing a robust professional learning ecosystem. We are partnering with The Tech Interactive and Luminous Minds to provide specialized professional development for our faculty. This

training will be delivered through a hybrid model, utilizing formal PD days and dedicated planning sessions, as well as job-embedded coaching. By having Tech Experts work alongside teachers in real time within the classroom and Maker Space, we ensure the immediate application of STEAM strategies and the successful cultivation of a design-thinking culture.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$2000	LCFF, Home and School Club and Grant Money

Annual Review

SPSA Year Reviewed: 2025-2026

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Goal Analysis

An analysis of how this goal was carried out in the previous year.

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

We were able to implement all of the strategies listed in goal 1. We were successful in our delivery of our professional development and both students and teachers gave positive feedback for the implementation of Reflex and Frax. Our leadership team has done an excellent job leading our PLC groups and continues to grow in their own learning. We had a strong implementation of our PLP and our Theory of Action. Teachers were able to have two planning days to support the implementation of core curriculum as well as analyze student work to plan for future instruction. We grew 1 pt. in ELA and did see a decline in 3pts. in Math on CAASPP. We were able to implement and spend the money as it was intended to work towards meeting our goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This coming year, there are two slight changes that will occur in goal one. One change is that the district is no longer offering iReady lessons for instruction. iReady will solely be used as a benchmark assessment tool. The second change is that we will be expanding our partnership with the Tech Interactive and Luminous Minds to offer ongoing Professional Development and support to teachers.

Goal # 2

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

Identified Need

Current assessment data indicates that fewer than 50% of English Learners and students of color are meeting grade-level standards in ELA and Mathematics. This achievement gap necessitates intensified professional development, instructional coaching, and collaborative inquiry focused on culturally responsive and high-leverage best practices. To ensure equitable outcomes, we must institutionalize a cycle of continuous improvement specifically tailored to the needs of our English Learners, socio-economically disadvantaged students, foster youth, and students of color through our established data-driven PLC framework.

Recognizing the significant digital divide that impacts our English Learners and socio-economically disadvantaged populations, the school is committed to integrating technology into daily, core instruction rather than as a standalone activity. To empower these student groups to master the 21st Century "4Cs" (Collaboration, Communication, Critical Thinking, and Creativity), we have identified the following essential requirements: equitable access 1:1 chromebooks to ensure all students have access to technology and ongoing professional development to equip educators with the strategies needed to leverage technology as a tool.

Annual Measurable Outcomes

Metric	2023-2024	2024-2025	2025-2026	Desired Outcome for 2026-2027
English Learner Reclassification Rate	9%	6%	9%	15-20% of English Learners Reclassified Annually
Long Term English Learner (LTEL) Rate	2%	4.7%	0%	20% or Less of English Learners Identified as LTEL

Local ELA Benchmark Assessments for Student Groups (iReady Mid-Year)	<i>41% of Latino students scored at or above grade level 58% of Black students scored at or above grade level 14% of English learners scored at or above grade level</i>	<i>38% of Latino students scored at or above grade level 45% of Black students scored at or above grade level 16% of English learners scored at or above grade level</i>	<i>28% of Latino students scored at or above grade level 45% of Black students scored at or above grade level 14% of English learners scored at or above grade level</i>	Annual Growth of 5% for Listed Student Groups
Local Math Benchmark Assessments for Student Groups (iReady Mid-Year)	<i>29% of Latino students scored at or above grade level 18% of Black students scored at or above grade level 11% of English learners scored at or above grade level</i>	<i>20% of Latino students scored at or above grade level 36% of Black students scored at or above grade level 16% of English learners scored at or above grade level</i>	<i>19% of Latino students scored at or above grade level 36% of Black students scored at or above grade level 17% of English learners scored at or above grade level</i>	Annual Growth of 5% for Listed Student Groups
CA Dashboard Academic Indicator	English Learner Progress Status: Very Low (1) Red	English Learner Progress Status: High (4) Green	English Learner Progress Status: Available in the fall of 2026	Blue, Green or Increase of One Performance Level for Listed Student Groups

Strategy/Activity 1: English Language Teacher Partner

Students to be Served by this Strategy/Activity

English Language Learners

Strategy/Activity

The English Language Teacher Partner will serve as a specialized instructional coach to accelerate achievement for English Learners and priority student groups. Key responsibilities include facilitating the implementation of SEAL through collaborative unit development and providing targeted coaching for Integrated and Designated ELD strategies, with an emphasis on grades 4–6. The coach will ensure academic rigor by refining NGSS and History/Social Science integration across TK–6 and will manage the comprehensive ELPAC assessment and reclassification processes. By collaborating with district TOSAs, the EL Teacher Partner will institutionalize evidence-based best practices across all content areas to ensure equitable access and increased language proficiency.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	District Office Funded

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

Students to be Served by this Strategy/Activity

English learners and socioeconomically disadvantaged (SED) students

Strategy/Activity

To support the social-emotional well-being of English Learners, socio-economically disadvantaged students, and foster youth, the school will implement a comprehensive SEL framework rooted in restorative practices. Teachers will utilize SEAL and their WelcomebackToolkits to integrate language development with emotional literacy, alongside daily classroom circles designed to build community and belonging. To promote self-regulation and psychological safety, every classroom will be equipped with a dedicated 'Calming Corner,' ensuring that all students—particularly those from historically underserved groups—have the tools and environment necessary to maintain the emotional readiness required for academic success.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	District Office Funded

Strategy/Activity 3: Teachers working in PLC teams

Students to be Served by this Strategy/Activity

English learners and socioeconomically disadvantaged (SED) students

Strategy/Activity

To accelerate achievement for English Learners, socio-economically disadvantaged students, and foster youth, faculty will engage in Professional Learning Communities (PLCs) centered on equitable instructional practices. During these collaborative sessions, teachers will conduct targeted data disaggregation to monitor the progress of these specific student groups, allowing for the rapid adjustment of instructional strategies. This cycle of collaborative inquiry ensures that planning and reflection are directly aimed at bridging foundational gaps and increasing the percentage of students reaching grade-level proficiency.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	District Office Funded

Strategy/Activity 4: SEAL Trained Teachers TK-6th Grade

Students to be Served by this Strategy/Activity

English learners, socioeconomically disadvantaged (SED) students and students of color

Strategy/Activity

To ensure vertical alignment and academic continuity for English Learners and priority student groups, the school has strategically expanded SEAL implementation into the upper-grade classrooms. This multi-year initiative involves a comprehensive two-year professional learning sequence, during which teachers complete all six foundational SEAL modules. This training is bolstered by ongoing, job-embedded support from our English Language Teacher Partner (ELTP), ensuring that research-based language acquisition strategies are deeply integrated into the core curriculum across all grade levels.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)

\$0	District Office Funded
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Strategy/Activity 5: Bringing cultural diversity and relevance into our classrooms

Students to be Served by this Strategy/Activity

English learners, socioeconomically disadvantaged (SED) students and students of color

Strategy/Activity

The school will sustain and expand the Book of the Month program which integrates Social Justice Standards directly into our literacy framework. This initiative aims to purposefully diversify classroom libraries, ensuring that English Learners, foster youth, and students of color see their identities reflected in the texts they encounter. By providing access to high-quality, inclusive literature, we address the social-emotional need for representation and belonging, while fostering a school-wide culture of empathy and global citizenship.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$0	Home and School Club Funded
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Strategy/Activity 6: Chromebooks

Students to be Served by this Strategy/Activity

All Students/English Learners

Strategy/Activity

To bridge the digital divide and ensure equitable access to 21st-century learning, every student will be equipped with a district-issued Lenovo Chromebook. This 1:1 device initiative guarantees that all learners, regardless of socioeconomic

background, have the necessary tools to engage in a rigorous digital curriculum, develop critical media literacy, and participate in collaborative learning environments both in the classroom and at home.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	District Office Funded

Strategy/Activity 7: Before and After School Care

Students to be Served by this Strategy/Activity

English learners, socioeconomically disadvantaged (SED) students, Foster Youth and students of color

Our Before and After School Expanded Learning programs provide a vital support system for students and families, offering a seamless transition between the instructional day and enrichment. This safe and dependable environment prioritizes both academic intervention and social-emotional growth, specifically designed to foster a sense of belonging for our priority student groups. By providing high-quality programming in the arts, sciences, and physical education, the school actively diminishes risky behaviors while encouraging creativity and the development of positive peer relationships. This comprehensive approach ensures that students remain engaged in a structured, supportive atmosphere that extends learning well beyond the traditional school bell.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	District Office Funded

Strategy/Activity 8: Attendance Incentive

Students to be Served by this Strategy/Activity

Socioeconomically Disadvantaged (SED) Students

Baldwin Elementary is committed to closing the identified equity gap regarding student attendance. Currently, our data highlights a disproportionate representation in chronic absenteeism for students within the Socioeconomically Disadvantaged (SED) subgroup compared to the student body at large. To dismantle these barriers to access, we are refining our multi-tiered system of support (MTSS). While we continue to leverage Tier 1 and Tier 2 strategies—such as SART partnerships, Saturday Academies, Community Liaison Check-ins and Independent Study—we are introducing high-impact, individualized Tier 3 interventions. This includes 'Attendance BINGO' for our most vulnerable learners, providing immediate, tangible reinforcement for consistent attendance. By rewarding milestones with both individual prizes and collective 'Black Out' rewards—like extra recess for the entire class—we aim to foster a culture of belonging and mutual encouragement.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	School has an “on hand” amount of prizes to use

Annual Review

SPSA Year Reviewed: 2025-2026

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Goal Analysis

An analysis of how this goal was carried out in the previous year.

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

We are excited that all of our upper grade teachers are now completely SEAL trained. We will continue to focus on our SEAL implementation and unit development in the years to come. We were able to reclassify 8 students so far this year. This is double of the previous year. 25% of our Multi Lingual Learners are making more than a year's growth. Our Book of the Month program is strong and has helped us to diversify our classroom libraries on a regular basis. We have been focused on the Social Justice Standards and specifically in the areas of Identity and social action. This will remain a focus for us in the future. Teachers continue to focus on our at promise students (ELL, socio-economically disadvantaged, foster youth, and students of color) during our PLC time. We will continue to do this moving forward as well.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We were able to implement and spend the money as it was intended to work towards meeting our goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This coming year, we will continue implementing the same strategies and supports as the previous year with a strong focus on our ELL students. In addition, we will strengthen our supports and focus around our socioeconomically disadvantaged students and their attendance.

Goal # 3

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

Identified Need

While Students with Disabilities (SWD) represent approximately 18% of our total enrollment, current data reveals a significant achievement gap in proficiency rates compared to their non-disabled peers. Furthermore, this subgroup is disproportionately represented in behavioral data, indicating a critical need for intensified social-emotional development and behavioral intervention. To address these disparities, we will prioritize the continuous improvement of SWD outcomes through structured PLC inquiry and the institutionalization of inclusive instructional practices.

Annual Measurable Outcomes

Metric	2023-2024	2024-2025	2025-2026	Desired Outcome for 2026-2027
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Local ELA Benchmark Assessments for Special Education (iReady Mid-Year)	<i>16% of Students with Disabilities Performed at or above grade level</i>	<i>20% of Students with Disabilities Performed at or above grade level</i>	<i>23% of Students with Disabilities Performed at or above grade level</i>	Annual Growth of 5% for Special Education Student Group
Local Math Benchmark Assessments for Special Education (iReady Mid-Year)	<i>12% of Students with Disabilities Performed at or above grade level</i>	<i>13% of Students with Disabilities Performed at or above grade level</i>	<i>24% of Students with Disabilities Performed at or above grade level</i>	Annual Growth of 5% for Special Education Student Group
CA Dashboard Academic Indicator	NLP	NLP	NLP	Blue, Green or Increase of One Performance Level for Special Education Student Group
Inclusion Data of Students with Disabilities	72.92% (District is at 64%)	79% (District is at 53%)	84% (District is at 61%)	52% of Students with Disabilities in General Education Settings for at least 80% of their day

Strategy/Activity 1 Mental Health Support

Students to be Served by this Strategy/Activity

All students demonstrating need; focus on students with disabilities.

Strategy/Activity

To address the social-emotional needs of students with disabilities, the school will leverage a comprehensive mental health team, including district-provided Social Work Interns and Mental Health Counselors. This collaborative team will facilitate individual and group counseling sessions during the instructional day, focusing on the development of emotional regulation, resilience, and pro-social behaviors. By integrating these specialized services into our inclusive framework, we ensure that students have consistent, multi-tiered psychological supports to remove barriers to learning and enhance their overall academic and social success.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$0	District Funded
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Strategy/Activity 2: Support Staff Meetings

Students to be Served by this Strategy/Activity

Students with Disabilities and potential students at risk for special education identification

Strategy/Activity

To ensure the seamless delivery of accommodations and modifications, the school will institutionalize formal articulation protocols between Support Staff and General Education teachers. Central to this strategy is a weekly Multi-Disciplinary Site Support Meeting—comprising the Principal, Education Specialists, Speech and Language Pathologist, Occupational Therapist, School Psychologist, Social Work Intern, Mental Health Counselor and Community Liaison. This team will engage in a data-driven review of student progress, coordinate upcoming IEP services, and rigorously monitor the SEIS Dashboard to ensure 100% regulatory compliance. This collaborative framework ensures that every student with a disability receives integrated, high-quality support tailored to their evolving academic and social-emotional needs.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	District Office Funded

Strategy/Activity 3: RFA Team Meetings with support staff

Students to be Served by this Strategy/Activity

Students with Disabilities and potential students at risk for special education identification

Strategy/Activity

To facilitate early intervention, the school will convene RFA (Request for Assistance) Team Meetings as a primary component of our multi-tiered support system. These sessions provide a collaborative forum where general education teachers and the comprehensive support staff engage in targeted case consultations for students identified as 'at-risk.' The team focuses on the rapid deployment of evidence-based instructional and behavioral strategies, ensuring that teachers are equipped with the specific tools and interventions

needed to support student success prior to any formal referral process. By prioritizing early identification and intervention, we aim to proactively address academic and social-emotional gaps.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	No cost associated with this strategy

Strategy/Activity 4: Articulation meetings between SPED and Gen. Ed. Teachers

Students to be Served by this Strategy/Activity

Students with Disabilities

Strategy/Activity

Strategic communication and inclusive practices are central to the mission at Baldwin. To ensure the highest standards of regulatory compliance, all Individualized Education Program (IEP) meetings are conducted with the full participation of parents, general education teachers, and the multidisciplinary support team. Case managers provide targeted oversight to ensure that every educator understands the specific goals, Behavior Intervention Plans (BIP), and instructional interventions for their students. Furthermore, education specialists and the school psychologist engage in ongoing collaboration with general education teachers to scaffold content and ensure curricular relevance. This intentional alignment facilitates a seamless transition between specialized support and the general education environment, ensuring that all students with disabilities have equitable access to a rigorous and inclusive learning experience.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	No cost associated with this strategy

Strategy/Activity 5: Supporting the academic and socio-emotional needs of our Special Education Students

Students to be Served by this Strategy/Activity

Students with Disabilities

Strategy/Activity

To address the specialized social-emotional needs of students with disabilities, English Learners, socioeconomically disadvantaged, and foster youth, the school will implement a comprehensive continuum of care that bridges classroom-based support with centralized therapeutic resources. At the tier-one level, teachers will integrate evidence-based SEL lessons and classroom circles into the daily instructional schedule to build social literacy and peer engagement. Every classroom will be equipped with a 'Calming Corner'—a dedicated space for sensory processing and self-regulation that facilitates smoother emotional transitions within the general education setting.

Anchoring these efforts is our newly developed Wellness Center, a centralized hub designed for intensive individual and group counseling, crisis intervention, and restorative practices. By providing a professional, therapeutic environment removed from the traditional classroom, the Wellness Center facilitates a robust Multi-Tiered System of Supports (MTSS). This multi-layered approach ensures that our most vulnerable students have equitable access to de-escalation tools and mental health resources, prioritizing psychological well-being as the essential foundation for academic acceleration.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	District Office Funded/Wellness Grant

Strategy/Activity 6: Before and After School Care

Students to be Served by this Strategy/Activity

English learners, socioeconomically disadvantaged (SED) students, Foster Youth and students of color and SPED Students.

The Before and After School Expanded Learning program provides a vital bridge between the instructional day and community-based support, ensuring that English Learners, foster youth, and students with disabilities have access to a safe, dependable environment. This program prioritizes academic reinforcement and social integration, fostering a deep sense of belonging through structured engagement. By offering high-quality enrichment in the arts, sciences, and physical education, the school provides a proactive alternative to risky behaviors while cultivating creativity and positive peer relationships. This comprehensive 'wraparound' approach ensures that our most vulnerable students remain supported in a structured setting that promotes both social-emotional wellness and long-term academic success.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	District Office Funded/ELOP Funds

Annual Review

SPSA Year Reviewed: 2025-2026

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Goal Analysis

An analysis of how this goal was carried out in the previous year.

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

During the current academic year, we successfully institutionalized all key strategies under Goal 3, resulting in a more cohesive and inclusive support system. Highlights of our progress include the school-wide delivery of socio-emotional learning (SEL) across all grade levels and the consistent utilization of Multi-Disciplinary Support Team meetings to monitor student growth and intervention efficacy. We

further strengthened our "bridging" processes through dedicated transition meetings for students moving to new educational settings and established a strategic monthly collaborative cycle with our SDC Preschool faculty to ensure vertical alignment from our earliest learners. In addition, this year we launched The Wellness Center: Building upon these foundational successes, we are expanding our capacity to serve the whole child by developing a centralized Wellness Center. This dedicated facility will serve as the heartbeat of our socio-emotional framework, providing a professional, therapeutic space for the specialized individual and group counseling, crisis intervention, and restorative practices established this year. By continuing our proven collaborative practices and introducing this centralized hub, we remain committed to providing a continuum of care that ensures academic and social-emotional success for every student with special needs.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We successfully established and implemented systemic structures for regular meetings, specifically the Multi-Disciplinary Support Team Meetings and Request For Assistance (RFA) Meetings. Looking ahead to next year, our focus will be on refining these systems and structures to enhance their overall productivity and effectiveness. There were no adjustments made to the budgeted expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We do not expect or anticipate any changes for next year rather just continuing to refine what is in place.

Goal # 4

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

Identified Need

Student success is fundamentally predicated on consistent attendance and a robust sense of physical and emotional safety. Current data reflects an increasing trend in student anxiety, depression, and social disconnectedness, which serves as a primary barrier to academic engagement. When students do not perceive a high degree of relational trust, respect, or belonging, it often results in chronic absenteeism and diminished cognitive focus. To address these challenges, we will prioritize school-wide efforts to enhance student well-being, utilizing our PLC framework to analyze climate data and implement targeted interventions that foster a culture of safety, inclusion, and connectedness.

Annual Measurable Outcomes

Metric	May 2024 Data	May 2025 Data	May 2026 Data	Desired Outcome for 2026-2027
Attendance Annual Average	94.27%	95.2%	96%	98%
Chronic Absenteeism Dashboard Data	18% (Yellow)	13 % (Yellow)	Will not be released until Fall 2026 District data shows 9.4% as of May 2026	The Chronic Absenteeism rate will be reduced to 5%.
Suspension Rate	1.2%	.2%	Will not be released until Fall 2026 District data shows .2% as of May 2026	1%
Expulsion Rate	0%	0%	0%	1 student
Student Safety, Connectedness and Belonging	88% feel safe at school 73% feel connected at school	88% feel safe at school 81% feel connected at school	85% feel safe at school 81% feel connected at school	90% feel safe at school 80% feel connected at school

Strategy/Activity 1: PBIS and Restorative Justice Practices

Students to be Served by this Strategy/Activity

All Students, focus on Students with Disabilities

Strategy/Activity

To ensure a safe and highly engaged learning environment, the school maintains a nationally recognized, multi-tiered behavioral framework. Having successfully completed a two-year intensive partnership with the County Office of Education, Baldwin has been honored with the PBIS Platinum Award for three consecutive years. This distinction confirms our status as a model site for Positive Behavioral Interventions and Supports (PBIS) and Restorative Justice Practices. Our focus has now transitioned from initial

implementation to the rigorous sustainability of these systems, ensuring that high-leverage behavioral strategies are deeply embedded in our school culture.

Advanced Tiered Intervention: We continue to build internal capacity through Tier III intensive training for all support staff and teacher leaders, ensuring we can meet the most complex behavioral and emotional needs on-site. Our PBIS Mentors lead the team in ongoing fidelity monitoring and data analysis, utilizing school-wide metrics to refine our response strategies and maintain the highest standard of support for every student.

Restorative Culture & Wellness Integration: Our commitment to a restorative, trauma-informed culture remains a top priority. We utilize professional development to refine our mastery of community-building and restorative circles, moving beyond traditional discipline toward a model of relational healing. These efforts are anchored by our Wellness Center, which serves as the hub for individual/group counseling and de-escalation. By integrating our Platinum-level PBIS systems with these restorative practices, we provide a continuum of care that fosters a safe, inclusive, and affirming environment where students are empowered to thrive.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$350	LCFF, District Office, and Grant Funded

Strategy/Activity 2: Use of Socio-Emotional Instruction and Counseling Support

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Recognizing a significant multi-year increase in the demand for mental health and social-emotional support, the school is scaling its Tier 1 and Tier 2 intervention systems by leveraging an expanded clinical team. To address this, teachers facilitate weekly evidence-based SEL instruction to build resilience and emotional literacy across all grade levels. To support real-time self-regulation, every classroom is equipped with a 'Calming Corner' featuring curated sensory tools, allowing students to manage emotional transitions and sensory processing needs while remaining in the instructional environment.

This classroom-level support is anchored by a robust, district-funded mental health team, which includes two Social Work Interns and two Counseling Interns. This comprehensive staffing model allows for a high frequency of individual and group therapeutic services, ensuring that our support infrastructure matches the growing needs of our student body. By integrating these specialized roles into our Platinum-level behavioral systems, we maintain a responsive and sophisticated 'Continuum of Care' that prioritizes student well-being as a prerequisite for academic success.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	District Office Funded

Strategy/Activity 3: SEAL Trained Teachers TK-6th Grade

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

To ensure equitable academic access for English Learners (EL), low-socioeconomic students, foster youth, and students of color, the school has scaled the Sobrato Early Academic Language (SEAL) model into all upper-grade classrooms. This comprehensive, two-year implementation involves deep-cycle training in the six modules of SEAL instruction, bolstered by ongoing professional development and on-site coaching from our ELTP Coach.

By institutionalizing SEAL school-wide, we establish a high-leverage instructional framework characterized by structure, predictability, and vertical alignment. This consistency supports students' emotional well-being and sense of belonging as they move from grade to grade, encountering familiar routines and cross-grade level practices. SEAL effectively bridges the achievement gap by fostering peer connections and academic discourse, ensuring that both Native English Speakers and English Learners are empowered through creative engagement, cognitive growth, and a shared sense of accomplishment

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$0

District Office Funded

Strategy/Activity 4: Monitoring student's socio-emotional well-being and attendance rates.

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

To holistically address student behavior, engagement, and safety, the school leverages a robust network of district and community-based resources. Central to this framework is the strategic utilization of our Community Liaison, Social Workers, and Mental Health Counselors to provide a wraparound support system for students and families. We maintain a transparent and accessible mental health referral process, ensuring that staff and families are empowered to connect students with targeted clinical support at the first sign of need.

Furthermore, to combat chronic absenteeism, the school employs a proactive intervention model. This includes the coordinated use of the Community Liaison and the School Attendance Review Team (SART) contract process to provide intensive family outreach and remove barriers to daily attendance. By bridging the gap between home and school, we ensure that every student has the necessary external and internal supports to remain safely engaged and academically present.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$0

District Funded

Strategy/Activity 5: Before and After School Care

Students to be Served by this Strategy/Activity

English learners, socioeconomically disadvantaged (SED) students, Foster Youth and students of color

Strategy/Activity

The Before and After School Expanded Learning program serves as a critical bridge between the instructional day and community-based support, ensuring that students have access to a safe, dependable, and enriching environment. By providing a structured space that prioritizes academic reinforcement and social integration, the program fosters a deep sense of belonging and school connectedness.

This comprehensive 'wraparound' approach is designed to diminish risky behaviors by engaging students in high-quality enrichment across the arts, sciences, and physical education. By cultivating creativity and positive peer relationships outside of traditional school hours, the program supports the whole child, ensuring that our most vulnerable students remain supervised, supported, and motivated to maintain consistent daily attendance.

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 6: Providing Community Building Opportunities for Students

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

Research consistently demonstrates that student success is highly correlated with a strong sense of school connectedness and belonging. To foster this environment, the school will cultivate a diverse portfolio of enrichment opportunities designed to engage the 'whole child' and build inclusive peer communities. Through strategic partnerships with external agencies, we will provide specialized programming—including Martial Arts, Chess, STEAM-focused initiatives, Art, Theater, Music Sports and our Community Garden—to offer multiple pathways for student involvement. By integrating these high-interest activities into the school experience, we create a safe, supportive, and stimulating environment that strengthens students' emotional ties to the campus, thereby increasing attendance and overall academic motivation.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	HASC and parent funded

Annual Review

SPSA Year Reviewed: 2025-2026

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Goal Analysis

An analysis of how this goal was carried out in the previous year.

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Baldwin has successfully institutionalized all key strategies under this goal, achieving a high-fidelity model for both behavioral and academic support. A primary highlight of this year is our designation as a PBIS Platinum Award site for the third consecutive year, a distinction that reflects our mastery of tiered behavioral interventions. This system is further strengthened by the fact that 100% of our faculty is now trained in Restorative Practices, ensuring a school-wide culture of relational healing and accountability rather than punitive discipline.

Instructional & Social-Emotional Milestones: Our commitment to language equity and engagement has reached a critical milestone as our upper-grade teachers have completed their SEAL training, moving the campus into full school-wide SEAL implementation. To complement this academic growth, we have prioritized student self-regulation by equipping every classroom with a dedicated Calming Corner. These specialized spaces, paired with our weekly SEL instruction, have become essential tools for maintaining a trauma-informed and inclusive learning environment.

Attendance and Expanded Learning: Our focus on "the whole child" is evident in the success of our Before and After School programs, which currently serve over 130 students. This high level of engagement, combined with our strategic outreach through the SART process, has led to significant improvements in our attendance rates. However, while our data is trending positively, chronic absenteeism will remain a targeted focus for the upcoming year to ensure we sustain these gains and continue to remove barriers to daily student participation.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

While Baldwin successfully met all professional development and systemic implementation milestones this year—including the maintenance of our PBIS Platinum status and the achievement of full school-wide SEAL implementation—our attendance data indicates a persistent challenge. Our strategic objective was to restore attendance rates to pre-pandemic benchmarks; however, current end-of-year data shows that we have yet to reach those historical levels. While the foundational strategies for this goal remained consistent, there was a strategic reallocation of \$5,000 originally earmarked for Mental Health Interns. Because the district provided full funding for our clinical staff, we were able to redirect these site funds to significantly enhance our Tier 1 and Tier 2 support environments. Specifically, the \$5,000 was utilized to: Equip the new Wellness Center with therapeutic furniture and professional resources. Standardize Classroom Calming Corners with specialized sensory items and regulation tools. Procure supplemental instructional supplies to support the full school-wide implementation of SEAL and PBIS initiatives. All other funds were utilized as planned to support PBIS mentoring and SEAL coaching. For the upcoming 2026-2027 cycle, we will maintain this responsive fiscal structure, pivoting our strategic focus toward deeper family engagement and targeted attendance interventions to bridge the gap toward our pre-pandemic attendance goals.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Moving forward, the school will continue to utilize School Attendance Review Team (SART) meetings and contracts as a vital tool for parent education, emphasizing the direct correlation between consistent attendance and academic achievement. To complement these accountability measures, we have successfully institutionalized attendance incentive programs to foster intrinsic student motivation.

A key success this year was the implementation of Saturday Academies, which provided students with a structured opportunity to recover lost instructional time. Given the high participation rates, Saturday Academies have been formally integrated into our SART

intervention strategies for the upcoming year. Additionally, we have operationalized new Independent Study protocols, offering flexible academic continuity for students absent for one or more days. By combining these recovery options with our ongoing community partnerships—which offer diverse enrichment activities to strengthen school connectedness—we aim to aggressively reduce chronic absenteeism and restore our attendance rates to pre-pandemic standards.

Goal # 5

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

Identified Need

Active parent and family engagement is a fundamental driver of student success and a core component of our PBIS Platinum framework. However, traditional barriers to participation—including diverse work schedules and logistical constraints—often limit the ability of families to attend on-site functions or volunteer during the instructional day. To ensure equitable access, there is a critical need to provide a diversified portfolio of engagement opportunities. We must evolve our communication and participation models to be more inclusive by offering a flexible hybrid model for all parent meetings. This will ensure that all families, regardless of their circumstances, are empowered to remain informed, involved, and actively invested in our school community and their child's academic and social-emotional growth.

Annual Measurable Outcomes

Metric	2023-2024 Data	2024-2025 Data	2025-2026	Desired Outcome for 2026-2027
Hold Regular Parent Meetings	Meetings per year: SSC= 4 HASC= 9 Koffee Klatch= 4 ELAC= 4 HABLA=4	Meetings per year: SSC= 4 HASC= 9 Koffee Klatch= 4 ELAC= 4 HABLA=4	Meetings per year: SSC= 4 HASC= 9 Koffee Klatch= 4 ELAC= 4 HABLA=4	Hold a minimum of 4 meetings per year with each parent group and monthly HASC meetings.
District Parent Meeting Representative	DELAC=Yes HABLA=Yes Koffee Klatch= Yes DAC= Yes HASC=Yes	DELAC=No HABLA=Yes Koffee Klatch= Yes DAC= Yes HASC=Yes	DELAC=No HABLA=Yes Koffee Klatch= Yes DAC= Yes HASC=Yes	Have One Parent Representative for each of the District Parent Meeting Groups.

Parent Engagement Events/Community Events	<i>Back to School Night</i> <i>Family Movie Nights</i> <i>Multicultural Day</i> <i>STEAM Night</i> <i>Literacy Night</i> <i>Kids Heart Challenge</i> <i>APEX Fun Run</i> <i>Open House</i> <i>Math Night</i> <i>Family Dance</i> <i>SDC Preschool, TK/K, and 6th Grade Promotion Ceremonies</i>	<i>Back to School Night</i> <i>Family Movie Nights</i> <i>Trunk-or-Treat</i> <i>STEAM Night</i> <i>Literacy Night</i> <i>Kids Heart Challenge</i> <i>APEX Fun Run</i> <i>Multicultural Day</i> <i>Open House</i> <i>Math Night</i> <i>Family Dance</i> <i>SDC Preschool, TK/K, and 6th Grade Promotion Ceremonies</i>	<i>Fall Festival</i> <i>Back to School Night</i> <i>Family Movie Nights</i> <i>Trunk-or-Treat</i> <i>STEAM Night</i> <i>Literacy Night</i> <i>Kids Heart Challenge</i> <i>APEX Fun Run</i> <i>Multicultural Day</i> <i>Open House</i> <i>Math Night</i> <i>Family Dance</i> <i>SDC Preschool, TK/K, and 6th Grade Promotion Ceremonies</i>	<i>Increase the number of in-person community events</i>
Parent Square Delivery and Post Data	99.8% Contactable Rate 51% of Parents Interacted with PS 340 School Posts 810 Class Posts 20 Group Posts	99% Contactable Rate 57% of Parents Interacted with PS 444 School Posts 780 Class Posts 11 Group Posts	99.6% Contactable Rate 63% of Parents Interacted with PS 465 School Posts 706 Class Posts 20 Group Posts	Goal is 100% Contactable Rate Increase Parent Interaction to 60% Monitor School and Class Posts to ensure good communication

Strategy/Activity 1 Parent Opportunities

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

Baldwin deeply values the presence of families on campus and is committed to fostering a welcoming environment through a diverse array of interactive engagement opportunities. We invite parents to participate as active partners in the educational process through classroom visitations, student-led presentations, and collaborative 'Gallery Walks.' To accommodate varying interests and schedules, we provide a wide spectrum of volunteer and participation pathways, including:

- Academic & Pedagogical Workshops: Family Nights dedicated to Literacy, STEAM, and Mathematics.
- Community-Building Events: High-engagement activities such as Back-to-School Night, Open House, the City of San Jose Bike Rodeo, Trunk-or Treat and our annual Multicultural and Fall Festivals.
- Campus Stewardship & Social Connection: Opportunities for families to connect through Panther Pause, Movie Nights and the Family Dance, or to contribute to the school's physical environment through Community Projects (e.g., Cafeteria and Library beautification).

By offering these multifaceted entry points, the school ensures that every family has the opportunity to contribute their unique strengths to our collective success, further strengthening the relational trust that defines our school community.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	No costs associated with this action

Strategy/Activity 2 Student Opportunities

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

At Baldwin Elementary School, we believe that student potential is realized only when a strong instructional core meets a deep sense of campus belonging. Our overarching strategy for school improvement focuses on **Connection, Equity, and Opportunity**. By

dismantling the socioeconomic barriers to attendance and fostering high-interest enrichment during and after the school day, we ensure that every "Panther" student is present, engaged, and prepared for their next level of success. We aim to achieve this through offering a variety of enrichment opportunities:

- **Enrichment Pathways After School:** We offer a robust VPA program during the day, supplemented by after-school sports, art, music, theater, and STEAM classes. This allows students to further explore their passions through specialized classes.
- **Structured Connection During the Day:** Lunchtime becomes an opportunity for social growth through "Art at Lunch," Chess, board games, and our Community Garden. This allows us the opportunity to foster social-emotional growth and provide structured play options. By doing so, we transform our lunch periods into active learning hubs. These activities provide a "soft landing" for students who may struggle with unstructured social time.
- **Mentorship (Buddy Classes):** We build school-wide unity by pairing older and younger grades for "Book of the Month" and collaborative enrichment projects. By pairing older grade levels with younger ones, we build a "family" atmosphere across the campus.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	Home and School Club Funded

Strategy/Activity 3 Communication

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

To ensure maximum inclusivity and reach, the school will institutionalize a hybrid engagement model for all community meetings. By providing simultaneous virtual and in-person participation options, we respect the diverse logistical needs of our families and empower them to engage at their specific comfort level. Our data indicates that virtual access has significantly lowered barriers for parents who may find on-site attendance unfeasible, and we remain committed to this flexible approach to broaden our reach and diversify parent representation.

Furthermore, the school maintains a rigorous multi-channel communication strategy to ensure all stakeholders remain informed and connected. This comprehensive outreach framework utilizes a variety of digital and physical platforms, including:

- Interactive Digital Platforms: Regular updates via ParentSquare, the school and parent webpages, and our official Facebook presence.
- Direct & Visual Communication: Monthly newsletters, personalized emails, and targeted phone outreach.
- Campus-Based Messaging: Real-time updates via the school marquee to reach families during daily transitions.

By synchronizing these communication streams, we ensure a transparent, high-frequency flow of information that strengthens the partnership between home and school.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	No costs associated with this action

Strategy/Activity 4: Connecting and Supporting Families in both in-person and virtual formats

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

Central to our mission is the creation of meaningful spaces where families can connect, share, and lead. We recognize that a strong sense of belonging for our families is the foundation for student success. This connection is fostered through the dedicated partnership between our Home and School Club and the Principal, who work collaboratively to design inclusive spaces for dialogue and community building.

To ensure our school remains accessible to all, we strategically design opportunities for both in-person and virtual fellowship to ensure every voice is heard, regardless of a family’s schedule. These events range from high-energy in-person events like Back to School Night and Open House, to more intimate connection points. We offer both in-person and virtual pathways for participation, such as our

'Panther Pause' Coffee Chats and monthly Home and School Club meetings. By hosting these hybrid opportunities, we meet families where they are—ensuring that every Panther family has the chance to connect with our staff, support our school's diversity, and stay active in their child's educational journey.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	No costs associated with this action

Strategy/Activity 5: Before and After School Care

Students to be Served by this Strategy/Activity

English learners, socioeconomically disadvantaged (SED) students, Foster Youth and students of color and SPED students

Strategy/Activity

The Before and After School Expanded Learning program serves as a critical bridge between the instructional day and community-based support, ensuring that students have access to a safe, dependable, and enriching environment. By providing a structured space that prioritizes academic reinforcement and social integration, the program fosters a deep sense of belonging and school connectedness for students requiring extended-day support.

This comprehensive 'wraparound' model is designed to diminish risky behaviors by engaging students in high-quality enrichment across the arts, sciences, and physical education. By cultivating creativity and positive peer relationships outside of traditional school hours, the program ensures that our most vulnerable students remain supervised, supported, and motivated—effectively serving as a protective factor that enhances overall student well-being and academic endurance.

Proposed Expenditures for this Strategy/Activity

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

Annual Review

SPSA Year Reviewed:2025-2026

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Goal Analysis

An analysis of how this goal was carried out in the previous year.

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

I am pleased to report that the school successfully executed all planned strategies under this goal, resulting in a significantly more connected and informed school community. Our use of ParentSquare as a primary communication hub has been highly successful, yielding excellent participation rates and ensuring a streamlined flow of information between home and school. Furthermore, our focus on high-interest school events—such as STEAM nights, festivals, and student presentations—has resulted in a steady, measurable increase in on-site attendance, signaling a strengthening of our campus culture and relational trust.

Analysis of Effectiveness & Challenges: While general school-wide events have flourished, attendance at formal parent leadership and advisory group meetings (e.g., SSC, ELAC, HASC) has remained stagnant. Despite our shift to hybrid meeting formats, this remains an area for continued improvement. For the upcoming year, we will analyze current barriers to participation and explore more diverse, culturally responsive ways to engage our families in these governance and advisory roles.

Our Before and After School Expanded Learning programs remain a cornerstone of Baldwin's student support framework, currently serving a robust cohort of over 130 students. This high level of sustained engagement underscores the vital role these services play in our community's daily success. To further enhance the quality and accessibility of this support, we are transitioning from two separate program models to a single, streamlined expanded learning option.

Strategic Impact: This optimization will allow for greater consistency in instructional delivery, simplified administrative oversight, and a more cohesive social-emotional experience for all participants. By unifying our resources under one model, we aim to scale our capacity to accommodate additional students while ensuring that every family benefits from the same high standard of academic reinforcement, safe enrichment, and professional care provided by our dedicated after-school staff

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences between the intended implementation of the strategies and the actual budgeted expenditures for this goal. The school successfully maintained fiscal fidelity, ensuring that all allocated resources were utilized as projected to support our family engagement initiatives, communication platforms, and community-building events. This alignment between our strategic plan and our financial execution allowed for our hybrid meeting model and the continued success of our expanded learning programs without the need for mid-year budgetary adjustments.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

While general school events enjoy high attendance, increasing participation in formal parent advisory and leadership meetings remains a primary focus. To address this, the school will implement two targeted interventions next year:

- Removal of Barriers: We will work to provide on-site childcare during evening meetings to ensure that families with young children can participate fully without logistical constraints.
- Relational Engagement: In addition to formal meetings, we are institutionalizing "soft entry points" for community building. Following a successful pilot by our Home and School Club, we will continue the "Panther Pause"—a morning coffee and connection hour held immediately after student drop-off. This informal space allows parents to build social capital and peer networks in a low-pressure environment. We plan to increase the frequency of these sessions next year to further solidify the relational foundation of our school community.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary Table

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the ConApp	\$32,777
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$32,777

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
[List federal program here]	\$0
[List federal program here]	\$0
[List federal program here]	\$0
[List federal program here]	\$0
[List federal program here]	\$0

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

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
[List state or local program here]	\$0
[List state or local program here]	\$0
[List state or local program here]	\$0
[List state or local program here]	\$0
[List state or local program here]	\$0

Subtotal of state or local funds included for this school: \$0

Total of federal, state, and/or local funds for this school: \$0

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP).

- [Plan Description](#)
- [Educational Partner Involvement](#)
- [Comprehensive Needs Assessment](#)
- [Goals, Strategies/Activities, and Expenditures](#)
- [Annual Review](#)
- [Budget Summary](#)
- [Appendix A: Plan Requirements for Title I Schoolwide Programs](#)
- [Appendix B: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance

category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA’s LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the “Strategy/Activity #” for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either “All Students” or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

- **Funding Sources:** List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

Appendix A: Plan Requirements for Title I Schoolwide Programs

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.

- iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
- B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

- A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
 - 1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

- v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 - 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 - 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 - 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.

- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement:
<https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023

Agenda

School Site Council Meeting

May 14, 2026 @ 3:00 pm

Google Meet joining info

Video call link: <https://meet.google.com/xhq-qxei-mue>

Expected attendance: Kristine Loeper, Ronald McNeil, Aditi Puri, Heather Samson, Bridget Gach, Erin Sheelen, Katy Giron, Naomi Nguyen, Jamie Vanlone and Cassie Zuanich

- 1.0 Call to order
- 2.0 Approval of agenda
- 3.0 2026-2027 SPSA Review
 - 3.1 Principal presents SPSA
 - 3.2 Team discussion on SPSA
 - 3.3 Team votes on approval of 2026-2027 SPSA
- 4.0 Meeting Adjournment

Meeting Notes

School Site Council Meeting

May 14, 2026 @ 3:00 pm

Google Meet joining info

Video call link: <https://meet.google.com/xhq-qxei-mue>

In Attendance: Kristine Loeper, Ronald McNeil, Aditi Puri, Heather Samson, Bridget Gach, Erin Sheelen, Jamie Vanlone and Cassie Zuanich

Absent: Katy Giron and Naomi Nguyen

- 1.0 Call to order
- 2.0 Approval of agenda
 - 2.1 Consent agenda was approved
- 3.0 2026-2027 SPSA Review
 - 3.1 Principal presents SPSA
 - 3.1.1 Principal presented the 2026-2027 SPSA
 - 3.2 Team discussion on SPSA
 - 3.2.1 Team reviewed and discussed the SPSA
 - 3.3 Team votes on approval of 2026-2027 SPSA
 - 3.3.1 Team unanimously voted to approve the 2026-2027 SPSA
- 4.0 Meeting Adjournment
 - 4.1 Meeting Adjourned at 3:20 PM

[illegible]

Katy Giron 7:11 AM (2 hours ago) ☆ 😊 ↩ ⋮

to me, Katy ▾

Hi Principal Loeper,

My apologies - I meant to send you an email with my vote yesterday, I've been dealing with a cold this last week and have been out of commission for a longer stretch than I imagined.

Yes, I approve.

Sincerely apologize for not getting my email to you before the meeting!

Best,
Katy

> On May 15, 2026, at 5:37 AM, Kristine Loeper <KLoeper@ogsd.net>
wrote:
>
> Hi Katy,

Naomi H.... Thu, May 14, 9:32 PM (11 hours ago) ☆ 😊 ↩ ⋮
to me ▾

Dear Ms. Loeper-

My apologies for missing today's meeting. Something came up at work that required my immediate attention.

I'd like to vote Yes on 2026-2027 SPSA.

Thank you and have a good evening!

-Naomi

On Tuesday, May 12, 2026 at 11:07:46 AM PDT, Kristine Loeper via ParentSquare <donotreply+7322783e-5c8f-529f-89aa-5f4f6f1af887@parentsquare.com> wrote: