

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 15, 2025	June 12, 2025

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.

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

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

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

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

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

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

Goal 4- 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 15, 2025*

English Learner Advisory Committee (ELAC)

May 15, 2025

Baldwin Staff
May 15, 2025

The School Site Council approved the SPSA on May 15, 2025.

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.

- *Data shows that our **English Learner Progress** declined as compared to the previous year. The 2024 CA Dashboard level for this student group was red (very low), which indicates a need for increased support for our English Language Learners. Reviewing the data with our School Site Council, our other parent groups and our teachers, it has been determined that we will provide additional training to staff in Designated ELD and will have a school wide focus on SEAL implementation.*

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 be proficient in meeting and/or exceeding all Common Core State Standards. All teachers are implementing Common Core standards, strategies, and materials. Students will use technology to master the 21st Century Skills of collaboration, communication, critical thinking

and creativity. Oak Grove will provide innovative strategies with support for technology implementation that would enhance student learning of core academic subject knowledge, and meet technology standards.

Identified Need

With the implementation of CCSS and SBAC, we are finding that our students are showing gaps in foundational literacy skills and foundational math skills. We will continue to focus our action efforts on the continuous improvement of our student groups through our PLC work.

We plan to focus our coaching and professional development on balanced literacy skills, foundational literacy skills as well as foundational math skills. We also plan to provide professional development to our teaching and coaching staff regarding the continued implementation of Writer's Workshop.

As technology becomes a more and more significant part of everyday life, it's also apparent that it's here to stay in the world of education. Mobile devices, online solutions, and the plethora of apps for education are helping teachers and students deepen learning and collaborate in the classroom. However, this increasing use of technology can pose a challenge for students who don't have access to devices or an Internet connection at home. They're often left at a disadvantage in comparison to students with access to the wealth of information that technology offers, and in turn, the economic divide in education increases. In today's always-on world, no student should be put at a disadvantage because of difficulties accessing technology. *In response to students using technology to master the 21st Century Skills of collaboration, communication, critical thinking and creativity these needs have surfaced: Maintaining 1:1 chromebooks for students as well as ongoing professional development in technology.*

Annual Measurable Outcomes Student Instructional Data:

Metric	2022-2023 Data	2023-2024 Data	2024-2025	Desired Outcome for 2024-2025
SBAC Scores	ELA = 40% on or above Math = 41% on or above	ELA = 45.53% on or above Math = 49.17% on or above	Available August 2025	Annual Growth of 3% overall
CA Dashboard Academic Indicator	ELA Status: Low (1) Orange Math Status: Low (2) Yellow	ELA Status: Low (3) Yellow Math Status: Low (4) Green	Status Available Fall 2025	Blue, Green or Increase of One Performance Level
Local ELA Benchmark Assessments (iReady Mid-Year)	53% on or above grade level (District is 46%)	53% on or above grade level (District is 46%)	49% on or above grade level (-4%) (District is 44%)	Annual Growth of 3% overall
Local Math Benchmark Assessments (iReady Mid-Year)	36% on or above grade level (District is 37%)	38% on or above grade level (District is 37%)	37% on or above grade level (-2%) (District is 36%)	Annual Growth of 3% overall

Annual Measurable Outcomes Technology:

Metric	2022-2023 Data	2023-2024	2024-2025	Desired Outcome for 2024-2025
Annual Teacher and Student (Grades 3-8) Technology Survey	<i>Students in grade 3-8 who use technology weekly at school 2022-2023: 100%</i> <i>Students in grades 3-8 who use technology daily at school 2022-2023: 86%</i> <i>Teachers who report students use technology on a daily basis 2022-2023: 90%</i>	<i>Students in grade 3-8 who use technology weekly at school 2023-2024: 99%</i> <i>Students in grades 3-8 who use technology daily at school 2023-2024: 85%</i> <i>Teachers who report students use technology on a daily basis 2023-2024: 86%</i>	<i>Students in grade 3-8 who use technology weekly at school 2024-2025: 99%</i> <i>Students in grades 3-8 who use technology daily at school 2024-2025: 90%</i> <i>Teachers who report students use technology on a daily basis 2024-2025: 86%</i>	<i>Students in grade 3-8 who use technology weekly at school 2023-24: 100%</i> <i>Students in grades 3-8 who use technology daily at school 2023-24: 90%</i> <i>Teachers who report students use technology on a daily basis 2023-24: 80%</i>
Student Access to Core Subject Areas Using 21st Century Skills	<i>82.4% of students report using technology to work or collaborate with others.</i> <i>73.5% of students report using technology to communicate with others.</i> <i>80.4% of students report using technology to solve problems or help with their critical thinking in class.</i> <i>86.3% of students report using technology to be creative.</i>	<i>84.6% of students report using technology to work or collaborate with others.</i> <i>53.7% of students report using technology to communicate with others.</i> <i>73.2% of students report using technology to solve problems or help with their critical thinking in class.</i> <i>73.8% of students report using technology to be creative.</i>	<i>91% of students report using technology to work or collaborate with others.</i> <i>62% of students report using technology to communicate with others.</i> <i>77% of students report using technology to solve problems or help with their critical thinking in class.</i> <i>81% of students report using technology to be creative.</i>	<i>90% of students report using technology to work or collaborate with others.</i> <i>60% of students report using technology to communicate with others.</i> <i>80% of students report using technology to solve problems or help with their critical thinking in class.</i> <i>80% of students report using technology to be creative.</i>

Strategy/Activity 1 Professional Development

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

Teachers will have two Professional Development and common planning days to meet the needs of students. These planning days will address learning needs and foundational skill gaps for students, with a focus on common backwards mapping, collaborative planning, common assessment as well as a focus on writing with an emphasis on the needs supporting our English learners in accessing grade level standards. Additionally, Writer’s Workshop, DELD, and Math PD will be provided for all teachers with the goal of increasing student proficiency. We will also support our TK and Kindergarten teachers and students by having them come in the day before school starts for orientation with some simple assessments and activities. This will help the students feel more comfortable on the first day of school.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$10,368	LCFF

Strategy/Activity 2 Reading Intervention/Support

Students to be Served by this Strategy/Activity

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

Strategy/Activity

To address learning needs or foundational skill gaps for students, Reading Recovery and additional small groups, Guided Reading will be provided to help students achieve proficient levels in reading.

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 3: Instructional Supplies and Materials

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

Instructional supplies, materials, print shop resources, items that teachers may need to support their individual students with the resources needed to attain a goal of at standard or above standard in ELA and Math.

Proposed Expenditures for this Strategy/Activity

Amount(s) Source(s)

\$8,044	LCFF
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Strategy/Activity 4: Math Foundational Skills

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

To address learning needs or foundational skill gaps for students in math, Reflex and Frax Math will be purchased to supplement math instruction.

Proposed Expenditures for this Strategy/Activity

Amount(s) Source(s)

\$4,430	LCFF
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Strategy/Activity 5: Teachers working in PLC teams

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

To meet the needs of all students, teachers will work in Professional Learning Communities, with the goal of regular student data review, collaborative planning and reflection. During PLC time, teachers will focus and identify the needs of students needing Additional Targeted Support and Improvement with the goal of increasing student proficiency.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$0	District Office Funded
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Strategy/Activity 6: Site Leadership Team (ILT)

Students to be Served by this Strategy/Activity

All Students

The guidance and leadership of our Site Leadership team is invaluable to driving the instructional practice and vision of the school. This team oversees the implementation of PLC work, Cycles of Inquiry, PBIS, and the overall vision and mission of the school.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$3,000	LCFF Funded
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Strategy/Activity 7: iReady Implementation

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

Students will use iReady a minimum of 45 minutes a week in Reading and Math with a pass rate of 80%. Teachers and administration will monitor usage and pass rates weekly. Teachers will utilize Standards Mastery assessments as formative data to inform instructional needs of students. Parents will be informed of how to access it for home support, as well.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$0	District Office Funded
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Strategy/Activity 8: Science Camp

Students to be Served by this Strategy/Activity

All 6th Grade Students

Strategy/Activity

6th grade students will be offered the opportunity to attend Science Camp for 4 days and 3 nights. Camp Campbell Outdoor Science School, is an opportunity where young students experience the thrill of nature through hands-on lessons and activities. With a love for nature and the outdoors, they work on building character and create awareness for nature while enjoying campfires, songs, and making meaningful relationships.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$1,104	LCFF
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Strategy/Activity 9: Provide adequate number of devices**Students to be Served by this Strategy/Activity**

All Students

Strategy/Activity

We will maintain 1:1 chromebooks for students and families as well as purchase technology equipment for classrooms to maintain a site standard of one chromebook cart, a LCD projector, document and camera in each classroom, including the resource specialist's room in order to meet students' technology needs. We will also need to address issues of digital citizenship and training for the use of all the new digital learning tools and platforms (G-suite, Jamboard, Screencastify, Adobe Enterprise, Nearpod, Flipgrid,etc.)

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$1,000	LCFF
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Strategy/Activity 10: Ongoing professional development in technology.**Students to be Served by this Strategy/Activity**

All Students

Strategy/Activity

To meet the needs of both students and teachers, we will provide ongoing PD in technology and the strategies necessary to teach students within the classroom, and in our Maker Space. We will continue to promote the use of EdTech office hours, EdTech staff meetings, and IT Help Desk for teachers to further their own professional development needs in the area of technology.

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 11: Tech Academy Fellowship/Partnership

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

Our goal is to have 70% of our staff trained in the Tech Academy Fellowship in the next 5 years. Infusing tech challenges into our SEAL Thematic units, providing STEAM related activities and incorporating the use of technology to demonstrate learning will ensure that our students are prepared in the 4 C's of Common Core (Critical Thinking, Creativity, Collaboration, and Communication). The use and design of our Maker Space as well as our classrooms will support and enhance student learning and understanding ensuring that students are ready and prepared to use technology and 21st Century skills in the future. We currently have 1/3 or 33% of the staff who are trained.

Proposed Expenditures for this Strategy/Activity

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

Annual Review

SPSA Year Reviewed: 2024-2025

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 6 pts. in ELA and 9 pts. in Math on CAASPP which is a great celebration and reflection of the work being done.

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 do not anticipate any changes to goal 1 and we will continue implementing the same strategies and supports as the previous year.

Goal # 2

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

Identified Need

Less than 50% of our English Language Learners and students of color are reaching standard in English Language Arts and Math. This indicates a need for intensified professional development, coaching and collaboration around best practices. We will continue to focus our action efforts on the continuous improvement of these student groups through our data driven PLC work and our professional development.

English language learners' and socio-economically disadvantaged students' experiences with technology can also vary greatly from one student to the next. We need to incorporate instruction in the use of technology into daily classroom instruction. *In response to students using technology to master the 21st Century Skills of collaboration, communication, critical thinking and creativity these needs have surfaced: Maintaining 1:1 chromebooks for students as well as ongoing professional development in technology.*

Annual Measurable Outcomes

Metric	2022-2023 Data	2023-2024	2024-2025	Desired Outcome for 2024-2025
English Learner Reclassification Rate	32%	9%	6%	15-20% of English Learners Reclassified Annually
Long Term English Learner (LTEL) Rate	18%	2%	7%	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</i> <i>65% of Black students scored at or above grade level</i> <i>22% of English learners scored at or above grade level</i>	<i>41% of Latino students scored at or above grade level</i> <i>58% of Black students scored at or above grade level</i> <i>14% of English learners scored at or above grade level</i>	<i>38% of Latino students scored at or above grade level</i> <i>45% of Black students scored at or above grade level</i> <i>16% 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>20% of Latino students scored at or above grade level</i> <i>35% of Black students scored at or above grade level</i> <i>13% of English learners scored at or above grade level</i>	<i>29% of Latino students scored at or above grade level</i> <i>18% of Black students scored at or above grade level</i> <i>11% of English learners scored at or above grade level</i>	<i>20% of Latino students scored at or above grade level</i> <i>36% of Black students scored at or above grade level</i> <i>16% 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: Low (2) Orange	English Learner Progress Status: Very Low (1) Red	English Learner Progress Status: Available in the fall of 2025	Blue, Green or Increase of One Performance Level for Listed Student Groups
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Strategy/Activity 1: English Language Teacher Partner

Students to be Served by this Strategy/Activity

English Language Learners

Strategy/Activity

To meet the needs of English Learners (EL)/low socioeconomic disadvantaged students/foster youth/students of color, our English Learner Teacher Partner(instructional coach) will:

- support implementation of SEAL through coaching and unit development
- support implementation of integrated and designated ELD strategies with a focus on grades 4-6
- refine NGSS and history/social science implementation in grades TK-6
- oversee the English Proficiency initial and annual assessments (ELPAC)
- support identification and reclassification process for EL
- collaborate with other district TOSAs to support teachers to integrate best practices for English Learners across content areas.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$0	District Office Funded
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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 address the Socio-Emotional learning needs of our English Learners (EL)/low socioeconomic disadvantaged students/foster youth/students of color, we will use the Return to SEAL Toolkits provided by SEAL, implement socio-emotional learning lessons, classroom circles and implement calming corners in each of our classrooms.

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 meet the needs of English Learners (EL)/low socioeconomic disadvantaged students/foster youth/students of color, teachers will work in PLC teams to implement best practices, with the goal of regular student data review, collaborative planning and reflection. During PLC time, teachers will focus and identify the needs of their EL and socioeconomically disadvantaged students with the goal of increasing student 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

We will continue to expand our SEAL implementation into our upper grade classrooms in order to meet the needs of our English Learners (EL)/low socioeconomic disadvantaged students/foster youth/students of color. Teachers will be trained in the 6 modules of SEAL instruction over the course of 2 years with ongoing professional development and support from our ELTP coach.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$0

District Office Funded

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

We will continue to implement our Book of the Month program reinforcing the social justice standards as well as to increase the diversification of our classroom libraries in order to meet the Socio-Emotional needs of our English Learners (EL)/low socioeconomic disadvantaged students/foster youth/students of color.

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 6: Chromebooks

Students to be Served by this Strategy/Activity

All Students/English Learners

Strategy/Activity

All students will be provided with a district purchased Lenovo Chromebook to ensure all children have equitable access to technology for 21 Century Learning.

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

Before and After school care allows students who need additional support after school to get both academic and social experiences that support learning and belonging. Ensuring a safe space where students and families depend on, and appreciate, not only keeps students supported, but also engages in areas that diminish risky behaviors and encourages creativity and quality friendships and relationships through the arts, science, and physical education.

Proposed Expenditures for this Strategy/Activity

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

Annual Review

SPSA Year Reviewed: 2024-2025

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 have now successfully completed their second year of SEAL implementation. We had a visit from SEAL and they were quite impressed with our level of implementation. We will continue to have this as a focus. We were able to reclassify 4 students so far this year. That is less than the previous year, however we have many students that are making a year’s growth and I am hopeful that our dashboard data will look better next year. 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 do not anticipate any changes to goal 2 and we will continue implementing the same strategies and supports as the previous year with a strong focus on our ELL students.

Goal # 3

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

Identified Need

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

Our students with disabilities make up about 8% of the total student population, but are over-represented in data showing undesired behavior. This indicates a need for more support in the areas of social and emotional development. We will continue to focus our action efforts on the continuous improvement of these student groups through our PLC work.

These additional needs have surfaced as they relate to providing an inclusive learning environment for students with disabilities to best support social, emotional and academic development: the need for additional counseling, articulation between support staff and general education teachers as well as weekly support staff meetings.

Annual Measurable Outcomes

Metric	2022-2023	2023-2024	2024-2025	Desired Outcome for 2024-2025
Local ELA Benchmark Assessments for Special	25% of Students with Disabilities Performed at or above grade	16% of Students with Disabilities Performed at or above grade	20% of Students with Disabilities Performed at or above grade	Annual Growth of 5% for Special Education Student Group

Education (iReady Mid-Year)	<i>level</i>	<i>level</i>	<i>level</i>	
Local Math Benchmark Assessments for Special Education (iReady Mid-Year)	<i>19% of Students with Disabilities Performed at or above grade level</i>	<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>	Annual Growth of 5% for Special Education Student Group
CA Dashboard Academic Indicator	NPL	NLP	Available in the Fall of 2025	Blue, Green or Increase of One Performance Level for Special Education Student Group
Inclusion Data of Students with Disabilities	70%	72.92% (District is at 64%)	79% (District is at 53%)	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 meet the needs of students with disabilities, we will provide individual and/or group counseling to students during the school day. This need has increased over the past couple of years, therefore, we will be funding an additional day (on top of what the district is providing) of a mental health intern to support this growing need.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$0	District Funded (site additional funding listed under Goal 4)
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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 meet the needs of students with disabilities, we will hold weekly site support staff meetings that include the principal, resource teacher, speech and language pathologist, Occupational Therapist and psychologist. The focus of the meeting is to discuss and give updates on upcoming IEPs, services, monitor student progress as well as monitoring SEIS Dashboard and IEP compliances.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$0	District Office Funded
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Strategy/Activity 3: TILT 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

As needed, hold TILT team meetings that include everyone on support staff in addition to general education teachers who sign up. The focus of the meeting is to discuss potential students at risk and to give strategies, support and input for general education teachers. There is much conversation about students who need intervention and strategies. The goal is to provide intervention early.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$0	No cost associated with this strategy
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Strategy/Activity 4: Articulation meetings between SPED and Gen. Ed. Teachers

Students to be Served by this Strategy/Activity

Students with Disabilities

Strategy/Activity

Communication regarding needs, goals, strategies, and updates for students with disabilities is a focus at Baldwin. IEP meetings always have a general education teacher, parent or guardian and all members of the team present. Compliance is a priority. Case managers ensure that all teachers who have students with IEPs, BSP or other individualized plans clearly understand the goals, interventions and who the team is for the child. Case managers and the psychologist make time in their schedule to meet and connect with general education teachers to scaffold and provide relevance to the student's curriculum within the classroom. Inclusion is a big goal of all students with disabilities at Baldwin. This collaboration ensures that the transition for students between resource support time and the classroom is smoother because the work is related.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$0	No cost associated with this strategy
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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 Socio-Emotional learning needs of our Special Education Students, we will implement socio-emotional learning lessons, classroom circles and implement calming corners in each classroom.

Proposed Expenditures for this Strategy/Activity

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

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.

Before and After school care allows students who need additional support after school to get both academic and social experiences that support learning and belonging. Ensuring a safe space where students and families depend on, and appreciate, not only keeps students supported, but also engages in areas that diminish risky behaviors and encourages creativity and quality friendships and relationships through the arts, science, and physical education.

Proposed Expenditures for this Strategy/Activity

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

Annual Review

SPSA Year Reviewed: 2024-2025

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 3. We were successful in our delivery of socio-emotional learning in all classrooms, utilization of support staff meetings to monitor student progress, and the implementation of transition meetings to support smooth transitions for students with Special Needs into their next school setting. We implemented a once a month meeting with our SDC Preschool Teachers to check in on the progress of their students as well. We will continue these practices throughout next year 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 did implement the use of the TILT/Support Staff Meetings but need to work on consistency and a better way to schedule them. This will be something that we focus on next year. There were no changes in 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 will be implementing a schedule for staff to sign up next year to join the TILT/SST Meetings on a more regular basis. This will allow us to better monitor students who are in the SST/Follow-Up SST process.

Goal # 4

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

Identified Need

For children to be successful at school, they need to attend regularly and feel safe and supported while attending. Students who do not perceive that they are cared for, treated with respect, or have a sense of belonging will either not come to school or have difficulty focussing on academic success. We are seeing an increase in students who are having difficulty with anxiety, depression, a sense of disconnectedness and overall socio-emotional well-being. We will continue to focus our action efforts on the continuous improvement of these student groups through our PLC work.

Annual Measurable Outcomes

Metric	May 2023 Data	May 2024 Data	May 2024 Data	Desired Outcome for 2023-2024
Attendance Annual Average	92.39%	94.27%	95.2%	98%
Chronic Absenteeism Dashboard Data	27.3%	18% (Yellow)	Dashboard Data Not available until the Fall of 2025 May District Data is 14.4%	The Chronic Absenteeism rate will be reduced to 5%.
Suspension Rate	1.6%	.89%	.18%	1%
Expulsion Rate	0%	0%	0%	1 student
Student Safety, Connectedness and Belonging	90% feel safe at school 75% feel connected at school	88% feel safe at school 73% feel connected at school	88% 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 meet students’ behavior, engagement and safety needs, we will continue to implement, monitor, and provide professional development to staff on the main tenets and practices of (PBIS) Positive Behavioral Interventions and Supports and Restorative Justice Practices.

Three days of Tier III training will be provided for all support staff and one general education teacher at all schools. In addition, we have identified a PBIS Mentor to support the implementation through data analysis. We will also continue to provide individual and/or group counseling, as well as whole-class strategies as needed. Staff will be provided professional development in Restorative Justice practices including but not limited to welcoming and affirming environments, classroom circles and restorative circles. In addition, for the 2024-2025 school year, our PBIS team and staff will work in conjunction with the County Office of Education as part of the PBIS Grant that we applied for and were accepted into. This will provide staff additional training and professional development.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$150	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

We are finding that more students are in need of social-Emotional support and mental health support. Teachers will implement socio-emotional learning lessons on a weekly basis to provide this much needed support. In addition, staff will create calming corners with sensory items to help students regulate themselves. This need has increased over the past couple of years, therefore, we will be funding an additional day (on top of what the district is providing) of a mental health intern to support this growing need.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$5,000	District and LCFF Funded

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

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

We will continue to expand our SEAL implementation into our upper grade classrooms in order to meet the needs of all our students and especially our English Learners (EL)/low socioeconomic disadvantaged students/foster youth/students of color. Teachers will be trained in the 6 modules of SEAL instruction over the course of 2 years with ongoing professional development and support from our ELTP coach. Becoming a fully operating SEAL school supports structure, predictability, routine and cross grade level practices. SEAL gives academic access to both Native English Speakers and English Learners alike, for peer connections in the classroom. Consistency of this practice supports students both creatively and emotionally by creating a sense of belonging and accomplishment as they move from grade to grade. Recognizing materials, engaging with one another in the classroom, and following common routines and structure supports a strong sense of accomplishment, esteem, and growth for *all students*.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
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\$0	District Office Funded
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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 meet students' behavior, engagement and safety needs, the district will provide support and community resources such as Community Liaison, social workers and mental health counselors. We will continue to train staff and families on how to access the mental health referral forms. Students needing extra social and/or emotional support can be referred to the school Mental Health Counselor. Use Community Liaison and SART Contracts to support students and families with chronic absenteeism.

Proposed Expenditures for this Strategy/Activity

Amount(s) Source(s)

\$0	District Funded
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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

After school care allows students who need additional support after school to get both academic and social experiences that support learning and belonging. Ensuring a safe space where students and families depend on, and appreciate, not only keeps students supported, but also engages in

areas that diminish risky behaviors and encourages creativity and quality friendships and relationships through the arts, science, and physical education.

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

When students feel like they are connected and belong at a school, they are more likely to succeed. Providing students opportunities to participate in a variety of activities will help them to feel safe, connected and like they belong at school. We will partner up with outside agencies to bring in a variety of activities like martial arts, chess, STEAM related activities, and our community garden.

Proposed Expenditures for this Strategy/Activity

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

Annual Review

SPSA Year Reviewed: 2024-2025

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 this goal. I am happy to report that we were granted the Platinum Award in PBIS implementation for the second year in a row and we have all but 2 of our teachers trained in Restorative Practices. Our upper grade teachers have completed their SEAL training and are now in full S EAL implementation. Socio-emotional teaching and support is still a major focus for us. Each of our classrooms now has a calming corner for students who need support in regulating themselves. Our after school programs have over 120 students in them and we are hoping to increase that number next year. Attendance rates have shown some improvement this year but this will need to continue as a focus next year.

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 hoping that we would increase our attendance rates back up to Pre-COVID numbers which did not happen. This will be an area for continued improvement for next year. There were no changes in 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 will continue to use the SART meetings and contracts to connect and educate parents on the importance of school attendance as well as the awards programs that we have put in place to help motivate students to attend school. We also held Saturday Academies to help students make up some missed attendance days. This was fairly successful and we added this to the strategies for the SART meetings. We will continue this next year as well. Another thing that we were able to start implementing was the new law around Independent Study and offering it to students that were going to be out for 1 or more days. We will also be continuing this next year as well in hopes to help our attendance and Chronic Absenteeism. We will also continue to partner with outside organizations to bring a variety of activities to students to help them feel more connected to school.

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

Parent involvement at the school site is important for the success of students. For many parents it is difficult to attend school functions and/or volunteer at the site. We need to provide as many varied opportunities as possible for parents to be informed and involved. Our school community will continue to hold virtual meetings (hopefully moving to a hybrid model in the Fall) to actively engage families and community members.

Annual Measurable Outcomes

Metric	2022-2023 Data	2023-2024 Data	2024-2025 Data	Desired Outcome for 2023-2024
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=Yes 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>STEAM Night</i> <i>Literacy Night</i> <i>Kids Heart Challenge</i> <i>APEX Fun Run</i> <i>Open House</i> <i>SDC Preschool, TK/K, and 6th Grade Promotion Ceremonies</i>	<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>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>Increase the number of in-person community events</i>

		<i>SDC Preschool, TK/K, and 6th Grade Promotion Ceremonies</i>	<i>Family Dance SDC Preschool, TK/K, and 6th Grade Promotion Ceremonies</i>	
Parent Square Delivery and Post Data	99.3% Contactable Rate 49% of Parents Interacted with PS 345 School Posts 726 Class Posts 25 Group Posts	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	<i>Goal is 100% Contactable Rate</i> <i>Increase Parent Interaction to 60%</i> <i>Monitor School and Class Posts to insure good communication</i>

Strategy/Activity 1 Parent Opportunities

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

We love having parents on site and enjoy holding classroom visits, parent workshops, student presentations, Gallery Walks, celebrations and so much more. Parents are welcome and encouraged to volunteer in the classroom or at any of the events listed below:

- Family Nights on Reading, Science (STEAM), Math
- SEAL workshops and gallery walks about the strategies, curriculum and home connections
- Community Events: Back to School Night, Movie Nights, Open House, City of San Jose Bike Rodeo, Trunk-or-Treat, Family Dance, as well as Community Projects (Cafeteria and Library refresh).
- Multicultural Festival and Fall Festival

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$0	No costs associated with this action
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Strategy/Activity 2 Communication

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

Our school community will continue to hold meetings in a hybrid fashion to actively engage families and community members at their comfort level. We have seen how virtual meetings enable parents to attend when in person may not be feasible for them. Holding meetings in a hybrid approach will allow us to reach more families. In addition, we will continue to communicate with parents via the School Web Page, Parent Web Page and Facebook, Marquee, Monthly Newsletter, Parent Square, phone, and email.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$0	No costs associated with this action
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Strategy/Activity 3: Connecting and Supporting Families in both in-person and virtual formats

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

All of our parent and community partner meetings will be held in a hybrid format, allowing families to make the choice that is best for them. Our Family Engagement Committee will continue to plan activities to engage our community. Both teachers and administration will communicate with families on a regular basis through ParentSquare.

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 4: 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

Before and After school care allows students who need additional support after school to get both academic and social experiences that support learning and belonging. Ensuring a safe space where students and families depend on, and appreciate, not only keeps students supported, but also engages in areas that diminish risky behaviors and encourages creativity and quality friendships and relationships through the arts, science, and physical education.

Proposed Expenditures for this Strategy/Activity

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

Annual Review

SPSA Year Reviewed:2024-2025

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 under this goal. We have excellent participation on ParentSquare and have worked hard to improve attendance at our parent group meetings and school related events. Our school related events attendance has steadily increased. Unfortunately, attendance at our parent group meetings has not improved but we will continue to look for ways to improve and engage the community. Our after school programs have over 120 students in it and we are hoping to increase that number next year.

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

No major differences between the intended implementation and/or 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 are still looking for ways to increase our parent involvement in our parent meetings. Attendance has been low. We are hoping to try and provide child care next year during these meetings as well as working on personal invitations for students to make and invite parents to the meetings. Our Home and School Club started to implement a morning “Panther Pause” where parents can hang out after dropping off their child(ren) and connect with one another. We will continue this next year and hope to implement them a few more times next year.

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	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$33,096

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]	\$(Enter amount here)
[List federal program here]	\$(Enter amount here)
[List federal program here]	\$(Enter amount here)
[List federal program here]	\$(Enter amount here)
[List federal program here]	\$(Enter amount here)

Subtotal of additional federal funds included for this school: \$ [Enter federal funds subtotal here]

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]	\$(Enter amount here)
[List state or local program here]	\$(Enter amount here)
[List state or local program here]	\$(Enter amount here)
[List state or local program here]	\$(Enter amount here)
[List state or local program here]	\$(Enter amount here)

Subtotal of state or local funds included for this school: \$ (Enter state or local funds subtotal here)

Total of federal, state, and/or local funds for this school: \$(Enter total funds here)

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

Baldwin Elementary School

Agenda

School Site Council Meeting

May 15, 2025 @ 3:00 pm

Google Meet joining info

Video call link: <https://meet.google.com/jzp-phow-hqe>

Expected attendance: Kristine Loeper, Aditi Puri, Jeanne Konijn, Bridget Gach, Erin Sheelen, Sergio Bustos , Naomi Nguyen, Jamie Vanlone, Kristin Weiss and Ronald McNeil

- 1.0 Call to order
- 2.0 Approval of agenda
- 3.0 2025-2026 SPSA Review
 - 3.1 Principal presents SPSA
 - 3.2 Team discussion on SPSA
 - 3.3 Team votes on approval of 2025-2026 SPSA
- 4.0 Meeting Adjournment

Baldwin Elementary School

Meeting Notes

School Site Council Meeting

May 15, 2025 @ 3:00 pm

Google Meet joining info

Video call link: <https://meet.google.com/jzp-phow-hqe>

In attendance: Kristine Loeper, Aditi Puri, Jeanne Konijn, Bridget Gach, Sergio Bustos , Naomi Nguyen, Jamie Vanlone, Kristin Weiss and Ronald McNeil

Absent: Erin Sheelen (gave approval through email)

- 1.0 Call to order
 - 1.1 Meeting was called to order at 3:02 PM
- 2.0 Approval of agenda
 - 2.1 Agenda was approved
- 3.0 2025-2026 SPSA Review
 - 3.1 Principal presents SPSA
 - 3.1.1 Principal reviewed the SPSA Goal by Goal.
 - 3.2 Team discussion on SPSA
 - 3.2.1 Team discussed the SPSA and had no further questions
 - 3.3 Team votes on approval of 2025-2026 SPSA
 - 3.3.1 SPSA was unanimously approved by the School Site Council
- 4.0 Meeting Adjournment
 - 4.1 Meeting adjourned at 3:13 PM