

U.S. Department of Education
2023 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [] Charter [] Magnet [] Choice

Name of Principal Mr. Chris Takeshita
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Martha Baldwin Elementary School
(As it should appear in the official records)

School Mailing Address 900 South Almansor Street
(If address is P.O. Box, also include street address.)

City Alhambra State CA Zip Code+4 (9 digits total) 91801-4854

County Los Angeles County

Telephone (626) 943-3300 Fax (626) 308-2674

Web site/URL <https://www.baldwinelementary.org> E-mail Takeshita_chris@ausd.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Mrs Denise Jaramillo E-mail jaramillo_denise@ausd.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Alhambra Unified School District Tel. (626) 943-3330

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mrs Kaysa Moreno
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2023 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award.
7. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2022-2023) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district (per district designation):
- 13 Elementary schools (includes K-8)
 - 0 Middle/Junior high schools
 - 4 High schools
 - 0 K-12 schools
- 17 TOTAL

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

☒ Urban (city or town)
☐ Suburban
☐ Rural

3. Number of students in the school as of October 1, 2022 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Students
PreK	26
K	108
1	94
2	92
3	84
4	110
5	98
6	120
7	108
8	126
9	0
10	0
11	0
12 or higher	0
Total Students	966

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 62.3 % Asian
 - 0.2 % Black or African American
 - 32 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 3.4 % White
 - 2.1 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2021 - 2022 school year: 6%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2021 until the end of the 2021-2022 school year	3
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	56
(3) Total of all transferred students [sum of rows (1) and (2)]	59
(4) Total number of students in the school as of October 1, 2021	966
(5) Total transferred students in row (3) divided by total students in row (4)	0.06
(6) Amount in row (5) multiplied by 100	6

6. Specify each non-English language represented in the school (separate languages by commas):

Chinese Mandarin, Chinese Cantonese, Spanish, Vietnamese, Burmese, Cambodian, Thai, Japanese, Filipino, Indonesian, Korean.

English Language Learners (ELL) in the school: 39 %
377 Total number ELL

7. Students eligible for free/reduced-priced meals: 51 %

Total number students who qualify: 493

8. Students receiving special education services with an IEP: 5 %
Total number of students served 50

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP should be reflected in the table below. It is possible that students may be classified in more than one condition.

<u>9</u> Autism	<u>0</u> Multiple Disabilities
<u>0</u> Deafness	<u>1</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>9</u> Other Health Impaired
<u>0</u> Developmental Delay	<u>13</u> Specific Learning Disability
<u>3</u> Emotional Disturbance	<u>10</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>4</u> Intellectual Disability	<u>0</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 1 %
Total number of students served: 7

10. Number of years the principal has been in the position at this school: 5

11. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	36
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	3
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	2
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

12. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 26:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	86%	87%	98%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

14. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2022.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes X No

If yes, select the year in which your school received the award. 2003

16. In a couple of sentences, provide the school's mission or vision statement.

Martha Baldwin School's vision, in partnership with all educational partners is for all students to meet or exceed grade level standards, to embrace diversity, while being equipped with the knowledge and skills to be ready for high school. Baldwin's educational partners will support students in problem solving and critical thinking. We want students to be active participants in their learning. Students will be able to collaborate and communicate effectively. We want all students to strive to be socially and emotionally healthy.

17. Provide a URL link to the school's nondiscrimination policy.

<https://simbli.eboardsolutions.com/Policy/PolicyListing.aspx?S=36030507>

18. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III – SCHOOL OVERVIEW

Martha Baldwin Elementary School is located in Alhambra, California, in the heart of the San Gabriel Valley. Martha Baldwin School gets its ideals and spirit from the dynamic woman it was named after. Martha Baldwin was a nurse who took it upon herself to make sure the children of the area had enough to eat and had plenty of milk in their diets. She was a leader in organizing volunteers to help children learn to read and later became the founder of the school's first PTA. Her spirit of dedication to children and community continues to grow to this day at our school and we are proud to carry on her legacy.

Martha Baldwin Elementary School serves 966 students in grades TK - 8 and is the largest elementary school in the Alhambra Unified School District. Our school celebrates and embraces a diverse student population. There are over 11 different languages spoken at Martha Baldwin and 39% of our students are English Language Learners. 58.1% of our students are socio-economically disadvantaged. Martha Baldwin strives to support all student learning in every academic subject. Martha Baldwin looks at helping the whole child, with the help of all community partners to support and provide success for every student. We are dedicated to helping our parents by having school community coordinators who translate and facilitate parent workshops to help our diverse families become a bigger part of our Baldwin Family.

Martha Baldwin Elementary School has a talented, dedicated and hard-working staff. We are committed to excellence from our teachers and our students. The staff at Baldwin is just as diverse as our student body. There are new and veteran teachers working together to create an effective and inclusive academic and positive school culture. With strong collaboration from our school district, we provide focused professional development for all of our teachers. Our school has a strong Leadership Team, made of teachers and administrators who review student performance and plan for the upcoming school years' instructional and intervention focus. The tone set by our Leadership Team is carried forward by our teachers. They examine a variety of data sources to find strengths and areas of improvement so they can best target the needed skills in their daily lessons. Our school staff includes our instructional coach, intervention specialists, intervention aides, counselors and classified personnel. The school's administration team is united in doing what's best for all students, building capacity in our teachers, providing meaningful collaboration, presenting relevant professional development, and developing a safe and positive environment. Working together, our entire staff makes one effective and nurturing campus.

Martha Baldwin understands the importance of creating a welcoming environment. This includes TK - Kindergarten orientation, new student orientation, Parent Conference Week, Back-to-School Night and Open House. These events are highly attended and are valued for the information shared with families. Our monthly Cougar Pride Rallies and Cougar of the Month Recognition are events are highly anticipated by the entire Baldwin community. Parents are also given the opportunity to participate in site committees which include PTA, school site council, ELAC (English Language Advisory Committee), and safety committees as well as district level council committees. Baldwin school is proactive in communicating with parents through phone calls, emails, letters, meetings and through our school and PTA social media accounts. School newsletters, parent letters, monthly calendars, and flyers are sent home regularly. We maintain and update the school website to make sure all information is timely and informative.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Reading/English language arts curriculum content, instruction, and assessment:

Martha Baldwin utilizes a Comprehensive Literacy Model for English Language Arts/English Language Development instruction. The adopted K-8 graded curriculum used within the AlhambraUSD is the Reading and Writing Units of Study -Teachers College Reading and Writing Project. Staff include purposeful instruction of the California English Language Arts/English Language Development (CA-ELA/ELD) Standards across all domains. Baldwin supplements this base program with science-based systematic and strategic foundational skills instruction, especially in the primary grades, as student needs are demonstrated through oral and written assessments. Teachers move students along Scarborough's Rope by building skills and success across each of its strands. Three times each year, Baldwin uses schoolwide universal diagnostic screeners to evaluate the reading and writing abilities of all students. Teachers analyze data, then choose or adjust teaching methods, including direct instruction, demonstrations, inquiry-based learning, and collaborative learning, to meet the needs of students at all performance levels. These strategies for literacy experiences include interactive read-aloud, shared reading, readers' and writers' workshops, word and sentence study, and designated language supports. Teachers differentiate instruction by grouping students purposefully into small groups, pairs or individual configurations.

Baldwin's K-3 graded teachers work to create classroom environments rich in vocabulary and concept development through reading, experiential learning, and discussions of the phonological and morphologic basis of words as well as their context meanings. Teachers use hands-on activities, technology, conversations, and realia to help students develop the vocabulary and concept knowledge needed for text comprehension. Our comprehensive approach uses reciprocal teaching as one instructional strategy to meet the needs of all students. This strategy includes predicting, questioning, seeking clarification, and summarizing, with a gradual release of responsibility from teacher to students. Then students assume increasing control over their learning and use these strategies with minimal support. These reciprocal teaching sessions run for approximately 30-minutes, and are typically conducted in small groups, or flexible formats as needed. In addition to the modeling and scaffolding, students learn to assess both themselves and their peers and give feedback on their learning. In grades K-8, collaborative interactions, coupled with students' abilities to self-select books they read and topics of their writing, increase their sense of playing an active role in their own learning and achievement. In the upper grades, Universal Design for Learning provides students with a flexible learning environment in which information is presented in multiple ways, students engage in learning in a variety of ways, and students are provided options when demonstrating their learning to complement and enhance our ELA/ELD instruction to meet the needs of all learners.

1b. Mathematics curriculum content, instruction, and assessment:

Baldwin Math students are assessed using a universal diagnostic screener three times a year to identify students' strengths, areas of need, and appropriate intervention or enrichment support as needed. Teachers analyze the results as well as student statewide Smarter Balanced Assessment System (SBAC) data to improve and focus instruction and develop targeted lessons. Teachers are given grade level collaboration to consistently monitor student progress.

Math instruction at Baldwin has evolved over the past years as the district has allowed teachers the option of adding more online and manipulative resources to supplement our traditional Math Expressions and Connected Mathematics Projects (CMP3) text adoptions. The use of Desmos, an online graphing and scientific calculator, in our upper grades has transformed instruction. It provides students with inquiry-based lessons, allows for the monitoring of students' progress, and meets the need for formative assessment. Desmos provides the power to explore ideas deeply, apply them in new ways, connect to new representations, and gives teachers real-time views of what students do and don't understand, driving instruction forward. This instruction with intentional time given for students to work on Desmos through the district provided chromebooks at school or at home when needed.

Schoolwide, there has been an increased use of the visual representation of mathematical ideas, which has facilitated higher-level thinking, enabled multiple ways of communicating ideas, and helped students see the creativity in mathematics. Our teachers have created excitement in their classrooms by asking students for different ways they might see and solve problems. Visual models are one of the most powerful tools for increasing student engagement and achievement. Across the grades, students use both digital and hands-on manipulatives to build models of their mathematical thinking process. Students can create arrays, multiplying by arranging objects into rows and columns. This prepares them for area: rows and columns become lengths and widths, and counting objects becomes the measurement of a two-dimensional space. Area models can be used to reinforce the concept of area, multiply multi-digit numbers, and to multiplying fractions. In our math classes, our schoolwide Positive Behavior Interventions Supports/Social Emotional Learning (PBIS/SEL) focus is evident in their collaborative learning groups. Through this peer instruction, students learn from each other by addressing misunderstandings and clarifying misconceptions, discussing concepts, and finding solutions to problems together. Our commitment to ongoing professional development in mathematics is demonstrated by the allocation in our school's Single Plan of Title I funds to send teams of teachers to the California Math Council conference. These teachers then return and demonstrate sample lessons, provide resources, or assist with evaluating current practices in our math program.

1c. Science curriculum content, instruction, and assessment:

Baldwin teachers bring the California Next Generation Science Standards (CA-NGSS) to life with inquiry-based experiences that are relevant to the real world, in an environment supported by our PBIS/SEL community building activities. Focusing on making content accessible to all learners, teachers incorporate Guided Language Acquisition Design (GLAD) strategies and Thinking Maps to scaffold learning and help students interact both orally and in writing with the content. These approaches, coupled with the NGSS storylines created in partnership with UCLA and the Mystery Science program, has led to an environment with a rich and meaningful curriculum that goes beyond the textbook pages and seamlessly integrates the new standards into lessons. Baldwin blends hands-on investigations, literacy-rich activities, and interactive digital tools to empower students to think, read, write, and argue like real scientists. An example of this approach in 4th grade was their integration of the book, *The Boy Who Harnessed the Wind*, with the author's TED talk on solving water scarcity problems in Malawi. Students then built their own complete circuits using wires, a battery, and light bulbs. Students anchored the science concepts to a real situation, creating empathy and awareness of the broader world and the place science has in meeting global needs. Another example of Baldwin going beyond the textbook practices and making real world connections, was when our middle school students collected pond water from our neighborhood park's lake. Students then identified and studied the unicellular and multicellular organisms they collected under a microscope. Students demonstrated their learning with a mix of physical and digital products. These multimodal strategies have been particularly effective in helping English Learners and students with disabilities show understanding of the material through participation with their peers around common learning targets. Vertical teaming enhances learner outcomes, as teachers create a cohesive curriculum that progressively builds knowledge and skills across grade levels.

1d. Social studies/history/civic learning curriculum content, instruction, and assessment:

Baldwin teachers supplement our social studies text and curriculum adoption with materials such as leveled libraries, EPiC, Scholastic News, CNN 10, and units of study. Understanding history provides unique opportunities to integrate culturally and linguistically responsive teaching into classroom instruction to deepen student's content understanding, develop literacy, promote engagement, and create a community of learners. History is a story and teachers provide opportunities for students to share their own personal experiences as they engage with new topics to make learning meaningful. Classroom configurations support collaboration and encourage students to form positive relationships.

Our students with unique backgrounds and levels of English language proficiency are engaged in intellectually challenging and content-rich activities, with appropriate support that addresses their language and academic learning. Teachers use GLA) strategies to create a Language Functional Environment that

builds on students' prior knowledge and experiences, and sparking students' interest. Teachers provide direct content instruction with scaffolding gestures, visuals, color-coding, and chunking of information for comprehensibility, which allows universal access to the core curriculum.

This work to support, integrate, and expand students' self-awareness in their own histories begins in the primary grades, where the value in learning their families' history helps make real world connections to the present. Students learn how the past shapes present and future lives by interviewing older family members to learn how their childhoods differed from students' own – connecting their past, present, and future. In November, Baldwin's Associated Student Body (ASB) organized a celebration of Dia de los Muertos by teaching younger students about the celebration, decorating paper skulls, and displaying them throughout the hallways, which created a sense of community and pride. These celebrations of personal and cultural identities grow out of our PBIS/SEL work.

1e. For schools that serve grades 7-12:

Martha Baldwin school prepares our students for the world ahead of them. Our school has developed a robust STEM program. Students in grades seven and eight are exposed to a program where the STEM curriculum is centered around the Engineering Design process with the intent to prepare students for 21st-century learning. The focus of our learning is centered on the idea that failure is not the end of the process, but a central part in a successful one. This is achieved through many engineering design units and many STEM activities. The objectives for students are to build games, brainstorm their ideas, submit their plans, and use a Maker Space-like set up to create their prototypes. Students failed throughout the process, but not once did they quit. Students know that their knowledge and obtaining concepts was based on their ability to work through failure and not solely on their invention's success. As students progress through the STEM program, they learn to refine their process, to plan better, and work more efficiently, all while maintaining a sense of creativity and flexibility to solve problems.

Seventh and 8th graders at Martha Baldwin can participate in the Associated Student Body (ASB) and represent the interests and goals of the students. These students gain leadership experience through planning, organizing, and participating in numerous school activities. Our ASB students host weekly activities, serve as student readers to TK-3 students, assist in the coordination of the distribution of monthly Positive Behavior Support and Intervention (PBIS) incentives and prizes, manage booths at our annual Carnival, and assist in many other school events and fundraisers. The ASB provides our students with a well-rounded middle school experience because it recognizes that there is more to being successful than just strong academic skills. This leadership experience will prepare them for future leadership roles in high school, college and the workforce.

1f. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

At Baldwin, student-created art fills the classroom environment, outside walls, and online settings. Our visual and performing arts instruction goes beyond classroom instruction by the homeroom teachers. Teachers recognizing that by studying the arts, students develop critical and creative thinking skills, initiative, discipline, and perceptual abilities that extend to all areas of life.

In our grades K-3 Integrated Arts/STEM Wheel trimester- long rotational program, students receive instruction in two arts disciplines - music and theater, as well as a class in STEM, from specialized credential teachers. Our grades K-3 students eagerly attend music, theater, and STEM classes. Teachers engage and motivate students through creative, fun and hands-on activities which often build bridges back to

classroom instructional themes. Students explore music standards through playing instruments, singing and dancing, while making connections to multi-cultural traditions and linking to mathematical concepts.

Students in grades 4-8 with parental input, select from three options for a year-long focused study to build proficiency through expanded exploration and enrichment. Many of our upper grade music students move on to play in our districtwide Honors Orchestra, their high school band, or theater because of the love and appreciation of the performing arts they gained through our program.

2b. Physical education/health/nutrition

Baldwin students in grades 1-8 receive weekly physical education (PE) instruction from their homeroom teacher or the PE coach. The emphasis is on cooperative teamwork, decision-making, and problem-solving through various sports and games, in alignment with the CA-Physical Education Standards. Baldwin's K-3rd grade teachers incorporate their PE during the day through cooperative games and activities. Students play outdoor sports such as kickball, four square, and dodgeball. Students in grades 4-8 attend a coached PE class where they are challenged to run and stretch, and to learn how to play sports such as volleyball, soccer, field hockey, and basketball. Baldwin collaborates with Playworks, a company which provides guided coaching and structured recess or class-based activities. Select students are trained to be Junior Coaches, who coach and lead activities at recess. Under the guidance of these peer mentors, teachers observed higher levels of participation and a decrease in conflicts. Students acquire leadership skills and develop a sense of ownership in their school. Baldwin's PBIS/SEL initiative also has an important playground component built into our matrix because we know the playground is where students practice important interpersonal skills such as conflict resolution, fair play, and cooperation – all of which transfer into other areas of their lives.

2c. Foreign language(s), if offered (if not offered, leave blank)

2d. Technology/library/media

Baldwin's technology program equips students and their families with necessary tools and knowledge to succeed in an increasingly digital world, including information and media literacy, critical thinking, and problem-solving skills. We provide Chromebooks to all K-8 graded students, which provide for equitable access to online instructional programs and tools. These programs include i-Ready, IXL, ST Math, and Desmos. To support all students, tools such as translations, text-to-speech and online Manipulative are utilized. Additionally, a STEM teacher provides lessons in robotics and coding. Third through eighth grade students use Google Classrooms to collaborate and communicate, while K-2nd grade students use Seesaw to engage in interactive learning activities. PowerSchool and Clever help manage student data, streamline administrative tasks, and provide parents with access to grades, attendance, and reports. Baldwin's website is a key repository of updated information, announcements, and calendars.

Zoom has become a useful tool since the pandemic started, with surprising benefits for parental engagement and opportunities. Our monthly "Zooming with the Principal" draws three to four times the number of parents compared to in-person events three years ago. Giving parents the choice to attend in-person or remote events has opened opportunities for participation and engagement in Student Study Teams (SSTs), parent conferences, or parent training.

2e. Any other interesting or innovative curriculum programs you would like to share

3. Academic Supports

3a. Students performing below grade level:

Baldwin students take a universal diagnostic assessment (i-Ready) three times a year. I-Ready is an online program for reading and mathematics that helps teachers determine students' needs, personalize their

learning, and monitor progress throughout the school year. Teachers employ Tier 1 and Tier 2 interventions to close the achievement gap. Assessment data are used by teachers to determine the Tier 1 interventions they will implement to support students performing below grade level. Tier 1 interventions such as small group or one-on-one instruction, differentiation, and behavior plans are commonly used to address the areas of concern for identified students. A Student Success Team (SST) referral is made for students not showing growth in Tier 1. In the SST process, Tier 2 intervention recommendations are made. Students work with an intervention specialist utilizing the Leveled Literacy Intervention (LLI) program. LLI is a short-term intervention program that provides small group reading instruction. Students' progress is monitored closely; and those students who do not make adequate progress are recommended to the Sonday System. The Sonday System is a researched-based phonics program for beginner readers in grades K-5. Students enrolled in this intensive phonics program will work with an intervention specialist daily. Students' progress is monitored through frequent formative assessments. For math, underperforming students will work with an intervention specialist using the i-Ready Math program. Progress is monitored in small groups with targeted instruction provided by the intervention specialist to close the gap in math. Students' progress is observed through the mid year and end of the year assessments. Students who demonstrate growth or reach grade level will exit the intervention program. Those who are not making adequate progress will receive additional intervention support. Lastly, afterschool math intervention classes are available to students who need additional support. Highly qualified teachers reteach grade-level concepts and provide opportunities for students to practice and ask questions.

3b. Students performing above grade level:

Teachers at Martha Baldwin School work hard to meet the learning needs of all students. Teachers are always conscientious of differentiating instruction to meet the needs of students performing below grade level and those performing above grade level as well. In grades K-3 classes, teachers differentiate by providing small group instruction in reading, writing, and math. In fourth through eighth grade classes, teachers provide tiered assignments as well as offer students choices for projects and research. In addition, the school purchased IXL licenses with Title I funds as a supplemental online learning platform for all students. IXL is a personalized learning platform that allows teachers to engage students who are struggling with core subjects, but also challenge students who are performing above grade level. Teachers challenge high-performing students by assigning above grade-level lessons in the IXL program. Students who perform above grade level are recommended for the Gifted and Talented Education (GATE) program. Teachers develop individual GATE plans for identified students. The plan is then finalized with the student's parents to help them understand expectations and enrichment opportunities, and to strengthen the home-school partnership. The majority of teachers at Baldwin School are GATE trained and certified. New teachers have received the GATE Level 1 training and are in the process of completing Level 2. GATE strategies are utilized by teachers to engage and spark the interest of high-performing students. Lastly, our middle school teachers invite students to participate in the middle school Math Club. Students in the Math Club meet after school monthly for math enrichment activities and have opportunities to compete in math competitions to display their math prowess. Through these and many other enrichment opportunities, our teachers continually engage and challenge our high-performing students.

3c. Students with disabilities:

Meeting the learning needs of our special education students is a priority for Baldwin teachers, who have all been trained in Universal Design for Learning (UDL). The UDL framework guides teachers to develop instructional lessons by presenting the information in multiple ways with various supports. Teachers also give students plenty of options to demonstrate what they know and provide models and feedback to help them learn along the way. Teachers also utilize the schoolwide Positive Behavior Intervention Support (PBIS) model to motivate students to keep their interest in learning. Teachers provide incentives or recognitions and implement methods for practicing or assessing skills. They also extend time for work completion and chunk assignments to make them more manageable. At Martha Baldwin School, general education teachers collaborate with special education teachers to ensure students with learning disabilities get the targeted instruction they need to learn alongside their peers. General education teachers review the students' Individualized Education Program (IEP) or Section 504 Plan to develop lessons which include differentiation and accommodations the student needs to successfully learn key concepts. Students with

disabilities are given the necessary scaffolding, such as visual aids, graphic organizers, manipulatives, and modifications of assignments, so they can access the curriculum. Special education teachers and instructional aides push into the general education classrooms to work with students. Some students are pulled out to receive more intensive instruction and support by the special education teacher as indicated in the student's IEP. Classroom teachers also provide small group and one-on-one instruction. Lastly, our general education and special education teachers collaborate weekly with the school's instructional coach. These meetings provide the teachers with opportunities to brainstorm and seek out best practices. The coaching meetings also promote a more productive collaboration experience for our teachers.

3d. English Language Learners:

The English Learner (EL) population at Martha Baldwin School is over 30%. To support our EL students teachers provide Designated English Language Development (D-ELD) instruction daily. During this D-ELD time, teachers follow the state-adopted English Language Development (ELD) standards to provide explicit English Language instruction to the ELs in their classroom. Along with D-ELD instruction, teachers ensure Integrated English Language Development (I-ELD) is included in all content area lessons. Teachers incorporate a variety of strategies to support English Learners in academic lessons specifically aligned with the ELD standards. All of our teachers are fully trained in GLAD strategies and utilize these strategies in their ELD instruction on a consistent basis. Teachers design lessons to help our ELs grasp content standards through the use of pictures, sketches, chants, charts, and small group activities. An intervention specialist supports the classroom instruction by providing small group instruction to newcomers or beginning ELs, using Language Power. The Language Power program is a language building curriculum focused on reading, writing, listening, and speaking. Intervention specialists work with beginning ELs in small groups for 30-minutes twice a week. Using Title I funds, some teachers are paid extra duty to teach an afterschool ELD class. They use the English 3D curriculum to teach our Long-Term English Learners (LTELs) twice a week in an afterschool class to provide students with extra instructional support. Those teaching the course focus on helping students build academic vocabulary, promote discussions through debates, and improve writing skills. At Martha Baldwin School, teachers work collaboratively and strategically to help ELs thrive and excel.

3e. Other populations, if a special program or intervention is offered:

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

At Martha Baldwin, we use multiple ways to engage, motivate and give our students a positive school experience. Martha Baldwin has a strong Positive Behavior Interventions and Supports (PBIS) system. School staff, with support from our Parent Teacher Association (PTA), developed a robust PBIS system. “Cougar Bucks” can be given by any school staff member to reward students who display safety, respect, and/or responsibility. Cougar Bucks can be used to buy treats from our mobile Cougar store or for bigger rewards throughout the year. Students attend our monthly Cougar Pride assemblies to see students who are nominated by teachers for being safe, responsible, and respectful. The parents of these students are invited onto campus to see their child get this award. Through PBIS, our students can also earn monthly incentives such as free dress day, cotton candy, candy apples, and other treats. Teachers at Martha Baldwin go to great lengths to highlight what safe, responsible, and respectful look like throughout the school day and different scenarios. At the beginning of the year classes can be seen touring the campus and teachers discussing expected behaviors at various locations on campus.

Martha Baldwin also has a dedicated Associated Student Body (ASB). This student group is focused on creating a school environment where all students feel comfortable. Monthly Spirit Weeks are held so students can wear theme-inspired clothing instead of the school uniform. Friday is music day and there are oversized games at recess and lunch, such as Jenga, Chess, and Checkers for all students to enjoy. Different team tournaments throughout the year encourage students to have fun at school. Our ASB has started a student-maintained Baldwin garden. This helps with school pride and ownership all Martha Baldwin can be proud of.

Teachers at Martha Baldwin are continually finding ways to engage students in their learning. Teachers use GLAD strategies to help students grasp content subject vocabulary and concepts. These strategies promote student interactive and collaborative learning. Additionally, teachers use platforms, such as Kahoot, IXL, Desmos, and Generation Genius, to help make learning interactive and fun. Our teachers and counselors also work together to provide Social Emotional Learning (SEL) time embedded in our school day. Counseling Interns run lunch groups focusing on topics such as friendships, Growth Mindset, and conflict resolution. Baldwin School engages the whole child, and welcomes all students to join in a group.

2. Engaging Families and Community:

Martha Baldwin School realizes the importance of engaging our families and community. All families are invited to attend Back-to-School Night, Open House, and off-site fundraisers. This has been more difficult since the pandemic but has improved in the past year. To increase engagement and participation during the pandemic, monthly Zooming With the Principal meetings were initiated. These meetings provide families with valuable school news and updates. They provide a forum for parents to ask questions and provide feedback to school administration and personnel. Families are provided with information on how to support their child’s academic and social emotional needs at home, which reinforces the importance and value of the partnership between the school, family, and community. Zooming with the Principal meetings have been so well received and highly attended, that we have maintained this format post-pandemic to provide families the ongoing flexibility to attend this meeting during the school day from wherever they may be.

To promote parent engagement, Martha Baldwin’s School Site Council (SSC) allocated funding to provide parent workshops. The school invited a guest speaker to host parenting workshops on Parenting with Positive Discipline. This three-part series was conducted on Zoom in the evenings with translators, and was well attended. Parents were surveyed and requested more future workshops on a similar topic.

Following safety guidelines, school Cougar Pride Rallies have begun to take place in person. Students who are awarded Cougar of the Month can have their parents attend and see their child recognized for being safe, responsible, and respectful, the basis of the school’s PBIS. Parents are so proud and appreciative of this opportunity to participate in this ceremony. Parents can take pictures with their students to help celebrate

their achievement.

The Martha Baldwin PTA puts a great effort into engaging our families. They actively promote membership, attendance, and participation for all school events. Our PTA has conducted movie nights and a fall carnival that were greatly attended. Our PTA also hosts a successful jog-a-thon and a book fair. These events get active participation from our families and our outside community. Our PTA sponsors ice cream socials, Valentine's Day photo booth during lunch, and the McDonald's McTeacher Night which is one of the most highly attended events of the year. Our PTA is also very conscious of the financial struggles facing many of our families. They are always giving away free tickets when possible, free books during our book fair, and making events affordable for all of our families.

3. Creating Professional Culture:

The staff at Martha Baldwin is highly professional and strives to collaborate for the betterment of instruction and to support students. This environment allows teachers to take time to reflect on their practice, collaborate with one another, and be given time to plan how instruction is delivered. The teachers at Martha Baldwin School are our experts and have been given ample opportunities to show that over the years. The school's leadership team begins planning the school's focus and professional development themes during the summer. The professional development is aligned with district goals, but the team takes time to make sure the professional development is data-driven and is geared towards the students at Martha Baldwin School. The school administration works with the leadership team to build capacity in teachers, so instruction is engaging, enriching, and accessible to all students. The administration and School Site Council (SSC) intentionally created a budget to provide high quality professional development for our staff.

This past year our teachers had professional development opportunities in Equity, Diversity, and Inclusion (EDI), IXL lessons and assessments, i-Ready assessments, GLAD strategies, and Social Emotional Learning (SEL) lessons to help build relationships with students. The school sent numerous teachers to the California Math and Science Conferences to help teachers build capacity and share what they learned at these conferences with our entire staff. Teachers at Martha Baldwin School continuously push themselves to build their own capacity. We have teachers who are GLAD certified trainers. As trainers they provide lessons at the site and throughout the district.

We have teachers who participate on district-level committees to help make decisions on curriculum, technology, textbook adoptions, school safety, and PBIS. Classified staff are given opportunities to participate in district and site level safety training and PBIS implementation. Another part of building the professional culture at Martha Baldwin is our instructional coach, who helps all teachers on many levels from instructional topics to assessment. The coach meets with teachers by grade level, individually and grade spans in order to help build capacity amongst teachers. The administration also actively communicates with our staff so they can be planning time if needed. This helps our staff to better serve the changing needs of our students and community.

4. School Leadership:

The school's administration consists of the principal and the assistant principal. They lead the school with the belief we are doing what's best for our students. This message is communicated to teachers so they can apply this to their students. Baldwin teachers understand the importance of providing quality instruction and building healthy relationships with their students. The administration believes our teachers are our experts and do their best to build capacity and provide support to all staff.

Martha Baldwin's school Leadership Team consists of the administrative team, six teachers from across all grade levels, and the instructional coach. This team meets twice in the summer to look at previous year data and to collaborate on areas of strength and areas of improvement for the upcoming year. This collaboration leads to reflection and then planning for the upcoming school year. The team then meets monthly to review goals and timelines, to look at data and look at school culture. Team members are able to bring ideas, suggestions, difficulties, and successes back to the group for further discussion and planning if needed.

Another leadership tool is our Student Success Team (SST). This team consists of the assistant principal, instructional coach, school counselor, school psychologist, and teachers. The first step in the SST process is Tier I interventions the teacher implements in the classroom. The teacher analyzes the student's data to determine the areas of need. If Tier I intervention strategies show little success, the teacher will make an SST referral. The SST team will meet with the parents to discuss the concerns and provide additional intervention recommendations. These recommendations are data-driven and monitored over time. The SST process is an important leadership tool to identify and support students who are struggling, and is the key to closing the achievement gap.

The final leadership group is the School Site Council (SSC). This group is made up of the school administration, elected teachers, one non-teacher employee, and parents. This group meets monthly to discuss, develop, and revise the Single Plan for Student Achievement (SPSA). The SSC oversees the school's Title 1 budget which provides additional funding to support our SPSA's instructional goals.

The administration encourages our staff to give feedback on any issue should the need arise. They also encourage staff to join district level leadership teams like technology, curriculum council, and textbook adoption committees. The administration does this to help teachers build capacity and strengthen the Martha Baldwin School family.

5. Culturally Responsive Teaching and Learning:

Baldwin has worked hard to meet the diverse needs of our multi-ethnic, multilingual, and multicultural population of students, families, and staff. At the heart of Baldwin's work on Equity, Diversity and Inclusion is our goal to educate and empower all students to succeed, and to build in every student the belief in their own capacity to achieve. Baldwin is committed to the success of each student by eliminating bias for or against any group. To that end, we are working closely with Dr. Edward Fergus, an educational researcher out of Rutgers, with a specific focus on Latino boys' academic and social engagement outcomes, and disproportionality in special programs. With his help, we have done an in-depth data evaluation of our program to look at any areas which show disproportionality between our Asian and Hispanic subgroups. We are constantly evaluating how we identify and support students for both intervention and enrichment opportunities, and are working with the district to continually refine and improve our models. Baldwin leadership recognizes this is a work in progress and will be a path of continual learning, growth, change, hard work, and vigilance and reflects not only who we are but also who we seek to become. Teachers have had both site and district level PDs to develop their understanding of these issues, as well as lesson development to address them in the classroom. Each classroom has been given sets of books featuring a diverse set of authors and characters that recognizes all students, especially youth of color. Students who traditionally have been marginalized in learning standards, school policies, and classroom practices, deserve to see themselves within the instructional materials in a classroom or library. A growing cohort of Baldwin teachers have voluntarily attended a four-day Equity Institute to work to create a culture where we can talk about race, equity, and inequity in an informed and thoughtful way, while building an understanding of historical and current racial systems and their impact on students, caregivers, and staff. Baldwin teachers have left the Institute with an awareness that Equity is not a "program," it is a habit, a way of thinking, acting, and making choices in our lives and classrooms, which make positive differences for our students in a challenging yet supportive environment. Baldwin's Equity work is directly linked to our classroom and schoolwide emphasis on our MTSS, PBIS, SEL and Restorative Practice initiatives.

PART VI - STRATEGY FOR EXCELLENCE

At Martha Baldwin Elementary School, the use of Positive Behavior Interventions and Supports (PBIS) has been a strategy used to shape our school culture. A district initiative, Martha Baldwin has taken and created expectations on being safe, respectful, and responsible members of society. We model behavior by creating and showing educational videos created by our teachers. Teachers are given lesson plans on schoolwide expectations, and reward positive behavior at every opportunity. Our core principle of being safe include being mindful of your surroundings, personal accountability, and being aware of usage of personal devices such as cell phones. Our core principle of respect includes good manners, meaningful participation in the classroom, and inclusivity of all. Our core principle of responsibility includes a meaningful presence of accountability and repercussions, being an advocate for ethical behavior by voicing concerns, and proactively addressing issues of inequality. In order to help accomplish our goals, we reward students who reinforce our core principles by giving Cougar Pride tickets when a staff member witnesses a student performing an action embodying our principles. These tickets reward students with prizes provided by our PTA. We meet once a month to set and reinforce goals on educating our students and teachers of our core principles.

Our schoolwide expectations are taught in and out of the classroom. Administrators hold an annual assembly to inform and remind students of schoolwide expectations, and reinforce these expectations through a school-created video. The videos feature students and teachers reenacting schoolwide expectations at Baldwin. Teacher-created lessons are taught schoolwide during the first three weeks of school. Students are then brought to the various school settings where expectations are modeled by upperclassmen. Students rotate through each setting, participating in modeling expectations and answering questions about specified scenarios. After rotating through the various stations, students are presented with five Cougar Pride tickets which they can redeem for a schoolwide incentive the first month of school. In addition to modeling schoolwide expectations, teachers spend the first 20-minutes of their school day conducting check-ins with their students. The check-in could range from a basic “How are you feeling today?” by showing a number on their finger or doing something more involved like restorative circles. This helps encourage students to self-advocate and increase their awareness. The use of PBIS has been vital in creating a culture of pride and strength.