

# California Comprehensive Center: Successful Schools and Districts

Prepared by the American Institutes for Research

## Baldwin Academy Hacienda la Puente Unified

### Quick School Facts

Enrollment	815
Average class size	20 (K-3), 31 (4-5)
Grade span	K-5
Location	La Puente
County	Los Angeles

Source: California Basic Educational Data Systems (CBEDS), 2006-07.

### Quick Student Facts

Percent free/reduced lunch	86%
Percent minority	96%
Percent English Learners	43%
Percent Special Education	7%

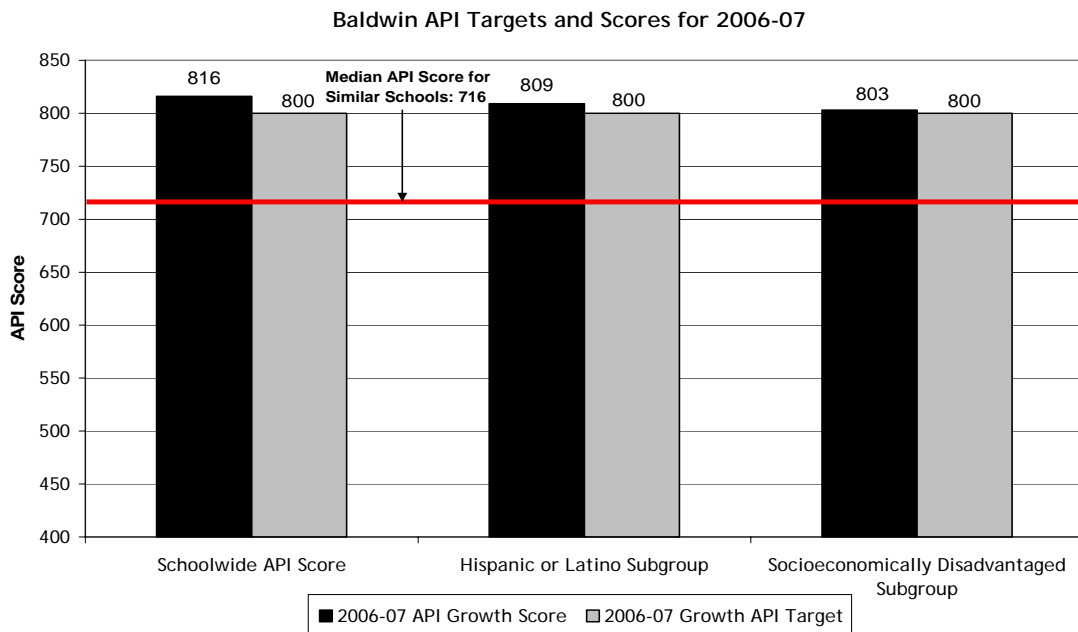
Source: California Basic Educational Data Systems (CBEDS) and Standardized Testing and Reporting (STAR) Program, 2006-07.

### School Rankings

	2003-04	2004-05	2005-06	2006-07
Similar Schools Ranking	10	10	10	10
Statewide Ranking	6	6	8	8

Source: Academic Performance Index, 2003-04 through 2006-07.

### 2006-07 API: Schoolwide and Subgroup Scores



Source: Academic Performance Index, 2006-07.

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*Recognitions of  
Baldwin's Success:*

Baldwin has been a Title I Academic Achieving School for three consecutive years.

Baldwin is nominated as a No Child Left Behind-Blue Ribbon School for 2007 and was named a 2006 California Distinguished School.

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## Why Baldwin Was Selected

To identify a pool of high-performing schools we examined student and school performance data from 2003-2007. An overview of our methodology is posted on this website. Generally, we selected schools to highlight based on the following criteria:

- **Substantially higher performance than predicted**  
As indicated by a Similar Schools rank of 10, Baldwin students are performing well above the levels of their peers in similar schools.
- **Meeting or exceeding subgroup performance standards**  
Baldwin students in all subgroups are meeting or exceeding Adequate Yearly Progress (AYP) goals in both English Language Arts and mathematics.
- **Sustained performance over time**  
Baldwin has never been identified for program improvement under No Child Left Behind and they have met all AYP requirements. Furthermore, Baldwin has met all Academic Performance Index (API) targets across all subgroups.
- **High poverty**  
86% of Baldwin students are eligible to receive free or reduced price lunch.
- **No selectivity in admissions**  
Baldwin serves neighborhood students within their attendance zone.

## Factors in Baldwin's Success

Baldwin staff focus on participating in shared decision-making and collaboration, providing professional learning opportunities, conducting ongoing analysis of data, and creating a culture of high expectations and extensive family involvement. Baldwin is beating the odds and demonstrating success with its students.

Baldwin's principal of over 15 years, Bonnie Wilson, has remained determined to offer staff, students, and parents opportunities to develop the essential skills for improving their children's academic achievement. Wilson has developed a school culture that supports a vision of high expectations, hope, and success. Parents are expected to be partners in education and as such, Wilson has been able to achieve a 100% attendance rate at the bi-yearly parent conferences. All staff—from teachers to custodians—and parents are involved in the education of the children. Wilson emphasizes that the school's success cannot be attributed to a single person, but rather is due to the teamwork among staff, students, and parents.

## How Baldwin Creates a Community of Support and Involvement

- Offer parents opportunities to develop skills and knowledge**  
 Baldwin provides several parent education and development opportunities such as English language classes, Family Literacy Nights, and Math Nights by grade level. Baldwin holds a Dad’s Night where male speakers conduct seminars with fathers on parenting and education topics.
- Expect parents to be active partners in education**  
 Parents are encouraged to actively participate in their children’s education. Principal Wilson expects all parents to attend teacher-parent conferences twice a year. Through follow-up phone calls and home visits, Principal Wilson has succeeded in maintaining a 100% attendance rate for parents at the fall and winter teacher-parent conferences.
- Provide extracurricular activities for students**  
 Baldwin partners with a local community center to provide an after-school program for students whose parents work later than school hours. The program offers both academic and recreational activities.

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### *How Baldwin Educates the Community:*

Set high expectations for both students and parents. Ask parents to actively engage in their child’s education and give parents the tools to do just that.

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## Students

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### *Baldwin’s Key to Improving Practices:*

“We don’t add new things, new consultants, new anything. We just get better and better with what we do. We tell people, ‘It probably doesn’t matter what you use, just whatever you use, get better and better at it and keep training your teachers over and over to make sure they are implementing it.’”

Bonnie Wilson, Principal

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	Baldwin	Statewide Elementary School Average
Percent students eligible for free/reduced price lunch	86%	54%
Percent students with parent education level at high school degree or greater	54%	77%
Percent minority students	96%	65%
Percent American Indian	0%	1%
Percent Asian	4%	8%
Percent Pacific Islander	0%	1%
Percent Filipino	1%	2%
Percent Hispanic	90%	46%
Percent African American	1%	7%
Percent English learner (EL) students	43%	28%
Percent special education students	7%	11%

Source: California Basic Educational Data Systems (CBEDS) and Standardized Testing and Reporting (STAR) Program, 2006-07.

## How Baldwin Staff Collaborate and Lead

- **Create a dialogue among teachers**  
Teachers continually discuss best practices within and across grade levels during grade-level, cross-grade level, and staff meetings to develop consistent school-wide instructional strategies. Teachers participate in classroom observations to learn effective strategies from their peers.
- **Implement teacher-led staff development**  
Grade-level team leaders are nominated by their grade-level peers to act as representatives on the school leadership team. Individual staff leaders share their skills and knowledge for professional development during staff meetings.
- **Draw out the strengths of every staff member**  
Principal Wilson creates leaders out of the majority of her staff by seeking out each staff member's strengths and providing them with leadership opportunities in those particular areas. This fosters a sense of ownership by teachers at the school, a sense of pride, and an understanding that all teachers are leaders.

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### *How Baldwin Focuses on Teamwork:*

Success is not built on the principal's leadership alone. When the entire staff is on board and working toward a common goal, student success is inevitable.

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## Staff

	Baldwin	Statewide Elementary School Average
Total Administrators	2	1
Total Pupil Services (counselors, nurses, etc.)	0	1
Total Teachers	41	21
Average Years in Education	9	13
Percent Teachers with greater than Bachelor's Degree	93%	85%
Percentage with Full Credential	95%	97%
Total Paraprofessionals	2	9
Total Office Staff/Clerical	2	3

Source: California Basic Educational Data Systems (CBEDS), 2006-07.

## How Baldwin Creates a Coherent Staff Development Plan

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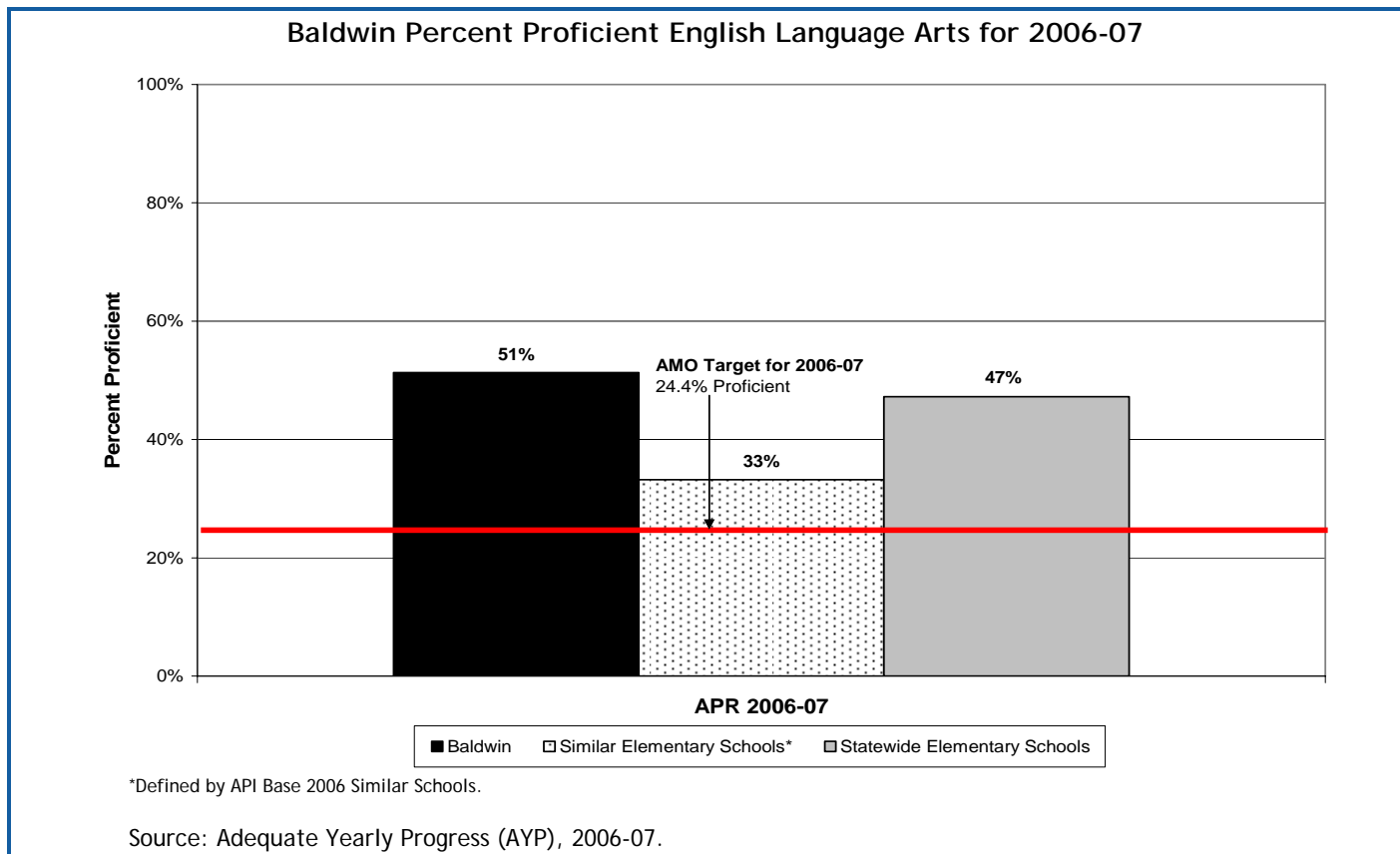
### *Mission Statement:*

Meet or exceed the goals and objectives set by the State, Board of Education, Superintendent, and staff. Our commitment is for our students to acquire effective skills in reading, writing, math, and science.

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- **Stay focused**  
Baldwin remains focused on select staff development pieces, curriculum, and consultants, making sure that everyone comprehends them and puts them into practice.
- **Depth, not breadth**  
Under a focused staff development, Baldwin sticks to its mantra of "Deeper, not Wider." The school goes 'deeper and deeper' and gets 'better and better' at what they do by strengthening current practices rather than constantly introducing new practices.
- **Stay on the same page**  
All classes generally use the same instructional strategies, such as the Guided Language Acquisition Design (GLAD) strategies for ELL learners, which consist of best practices shared with *all* students. An open door policy is the norm, so teachers can continually learn from each other.

## Percent Proficient: English Language Arts



## How Baldwin Analyzes Data

- Conduct multi-level analysis of assessment results**  
 Baldwin conducts school-, subgroup-, and student-level analysis of tri-yearly district exams as well as frequent school assessments to gauge the progress of individual students.
- Identify lowest performing students**  
 At the start of the year, grade-level assessments are analyzed to identify the lowest performing quartile of students in each classroom. Teachers and parents of these students then discuss plans for academic improvement.
- Share and discuss data with teachers, parents, and students**  
 Baldwin's leadership engages all of these groups in discussions about student performance measures against the standards. This ensures everyone's buy-in and investment in each student's success.
- Make adjustments, as necessary**  
 Teachers are encouraged to make adjustments to instruction and grouping systems according to data, in order to maximize growth in achievement.

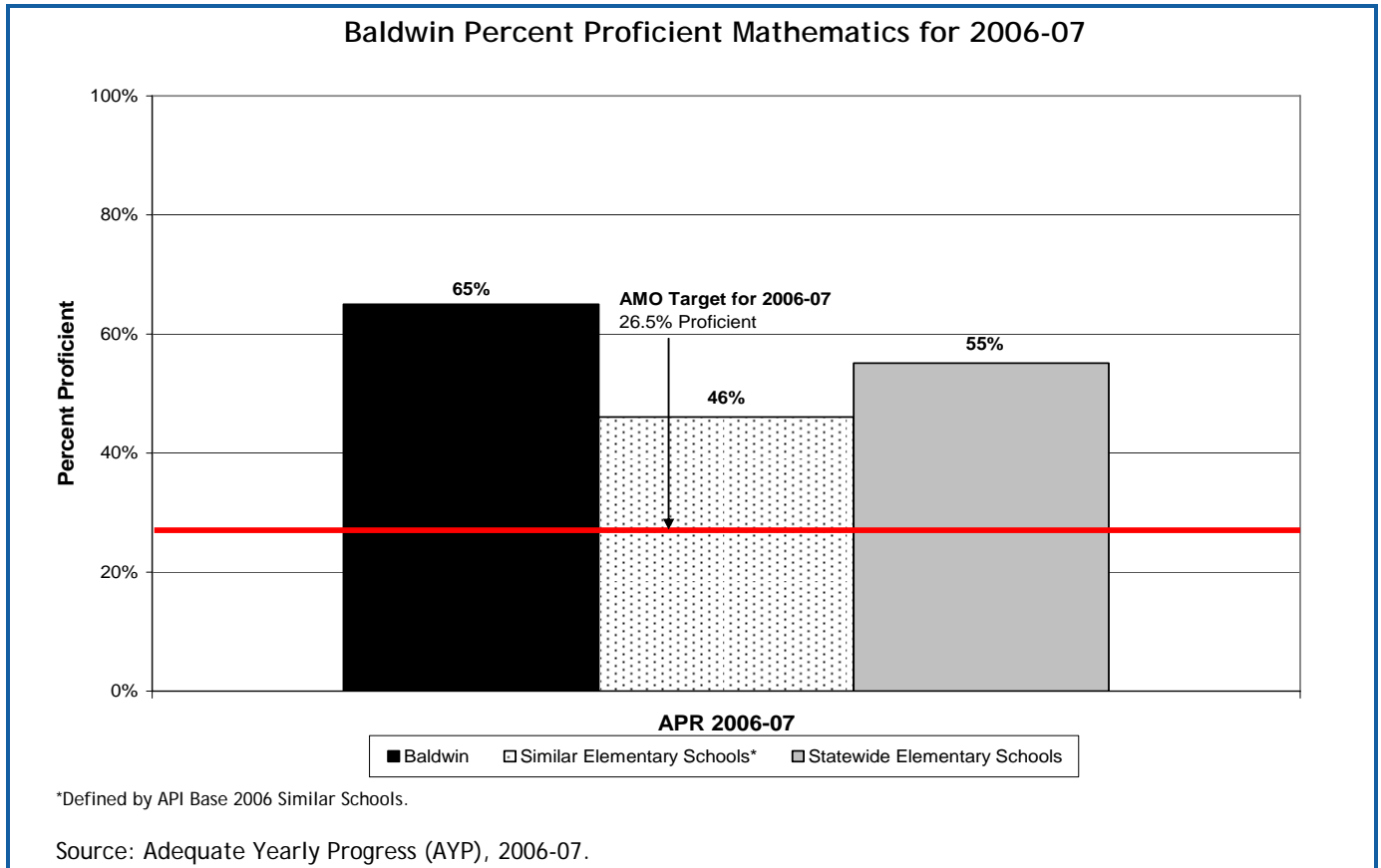
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### *Why Baldwin Promotes Ongoing Data Analysis:*

Consistent, in-depth data analysis allows teachers the opportunity to get to know students' strengths and identify strategies that will help each student continue to grow.

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## Percent Proficient: Mathematics



## How Baldwin Uses Data for Improved Achievement

- **Communicate performance goals to students**  
 The principal meets with students one-on-one to discuss previous CST scores and set goals for the year. Students keep posters on their desks that say “This was my score from last year, these are goals for this year, and this is where I want to get to.”
- **Engage students in tracking their performance relative to the standards**  
 Students keep STAR binders in which grade-level standards are posted. Teachers discuss these standards as the students graph their scores on district exams and school tests.
- **Reward students for improved performance**  
 Students are rewarded with medals and trophies for improved performance and achieving high levels of proficiency on state assessments.
- **Hold teachers accountable**  
 If scores fall or are not as high as expected, teachers are encouraged to take responsibility and learn from their peers how best to increase their students’ achievement. The questions always comes down to “How can I improve?” rather than blaming the children.
- **Involve the entire school community**  
 Everyone is involved in the success of the school. For example, Baldwin’s custodian, acting also as a proctor and mentor for the students, was named the district’s “Classified Man of the Year.”