School Year: 2020-2021

Herman School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Herman Intermediate School	**6068167**	April 9, 2020	November 12, 2020

Purpose and Description

As a result of the COVID-19 pandemic and under the guidance of the Santa Clara Public Health Department and the Santa Clara County Office of Education, Oak Grove School District closed its schools and transitioned to remote instruction on March 16, 2020. This involved the discontinuation of students receiving in-person instruction at schools. Instead, all instruction was delivered through a distance learning model in which students participated in activities at home, receiving instruction primarily through digital means. OGSD's SPSP plan is in alignment with goals set forth and approved by the Board of Trustees in our Local Control and Accountability Plan and Learning Continuity Plan for the 2020-21 School Year.
Additional Targeted Support and Improvement.

At Herman and AdVENTURE, the distance learning model was implemented immediately with the delivery of 1:1 Chromebooks for every student, hot spots for those families without internet, multiple days of materials pick up, and training of staff, students and parents on the various platforms needed to communicate with home/school and to view grades and assignments. An entirely new school plan was developed to support students, staff and parents with expectations during distance learning, and venues with which to communicate effectively on a daily basis.

At Leonard Herman Intermediate School and the AdVENTURE/STEM Program, we believe that every student can achieve at high levels. Therefore, a 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. This plan is our roadmap for building and sustaining a strong and effective instructional core in every classroom. Effective teaching, capable instructional leadership and strong relationships are crucial to realizing our community's expectations for student learning and development. This focus articulates the teaching practices, leadership practices and organizational practices that have become the norm throughout our school system. Our focus expresses our collective responsibility for student learning and motivates us all – school, home, and community – to collaborate in ways that will turn our good intentions into strong results for students.

We work closely with stakeholders throughout the district and analyze student performance data on an ongoing basis. Six goals, outlined below, have been identified as the focus within our SPSA 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 - 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.

Goal 5 - School and classroom environments support learning, creativity, safety, and engagement.

Goal 6 - We will actively engage parents and community members in supporting the implementation of CCSS instruction and providing input to program decisions.

Stakeholder Involvement
Involvement Process for the SPSA and Annual Review and Update

OGSD's efforts to solicit stakeholder feedback to inform stakeholders of the reopening plan for the 2020-21 school year, the use of federal categorical monies as it relates to the School Plan for Student Achievement and the Learning Continuity and Attendance Plan, began in June and continued regularly throughout the development process. OGSD's reopening plan explicitly identified research, survey and data collection as the first and foundational phase of planning. Engaging in outreach and surveying stakeholders has provided and continues to provide staff and administration invaluable input to inform the school's planning in Academics, Attendance, Engagement, Culture and Climate, Nutrition Services, and Public Health. In addition to surveys, beginning in June we also convened a Reopening Schools Taskforce with over 84 District Stakeholders.

The impact of COVID 19 on our schoolwide program was extensive. We allocated funds to support the instructional program using online platforms such as Nearpod, Peardeck,

Listenwise, Formative and Netref. We also host all of our district, site and parent meetings virtually via Google meets.

Presentations to stakeholders included:

English Learner Advisory Committee (ELAC) reviewed the SPSA in combination with the SSC.

Staff reviewed the SPSA on March 25, 2020.

HABLA reviewed the SPSA on April 6, 2020.

The School Site Council approved the SPSA on April 9, 2020.

Resource Inequities

In the spring we realized there was an increased need to address learning loss as a result of the sudden school closure March 16, 2020. During this time, we discovered not all students had access to a device and an internet Hotspot,in addition the distance learning format had proved to be a challenge most particularly for students with disabilities, foster youth, and English Language learners.

As a community of learners, we also noticed that we would need to provide training for staff, students and parents in order to support them with online learning.
We also had an increased need for mental health support and social-emotional learning.

Goals, Strategies, Expenditures, & Annual Review

With the implementation of distance learning, teachers need more planning time to make sure all standards are addressed during Distance Learning. They also need added resources to support students during this mode of teaching.

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.

Identified Need

With the implementation of CCSS and SBAC, we are finding that our students are showing gaps in reading and writing across the content areas and listening skills. We plan to focus our professional development on reading and writing across the content area along with listening skills (Listenwise). We also plan to provide professional development to our science teachers

regarding the new NGSS instructional practices and history/social studies teachers regarding the newly adopted HSS curriculum.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome				Expected Outcome
SBAC Meet or Exceed Standard for All Students	**2019 Overall ELA**			68.37%	[increase the CAASPP SBAC percent of all students meeting or exceeding standards by 5% higher than the prior year in ELA and Math in grades 5-8.]
	2015	2016	2017	2018	
	59%	60%	64%	67%	
	2019 Overall Math			56.00%	
	2015	2016	2017	2018	
	44%	57%	51%	54%	
CA Dashboard Overall Academic Performance Levels	Green performance level for all student groups on the CA Dashboard				Maintain performance level on the CA Dashboard from the prior year in ELA and Math for all students in grades 5-8.
iReady Diagnostic 1 (fall 2020)	Reading: 56% Proficient Math: 48% Proficient				Increase the percentage of students in tier 1 and decrease the number of students in tiers 2 & 3
iReady Usage Rates (fall 2020)	Reading: 78% of students had 30+ minutes/week Math:71% of students had 30+ minutes/week				Increase the percentage of students utilizing iReady lessons by 10% and increase the number of minutes to 45minutes/week.

Strategy/Activity 1

All teachers will implement Reading and Writing Across the Curriculum and listening skills for all students in each content area. Teachers will use the same genre specific common rubrics for writing for their students (CAASPP writing rubrics) across the school in general and special education classes.

Students to be Served by this Strategy/Activity

All student groups

Strategy/Activity

Two professional development and common planning days for all teachers with a focus on reading and writing in the content area as well as listening skills, collaborative planning and common assessment.

Continue implementation of the NGSS Framework. Provide professional development, coaching and resources for new teachers.

Provide professional development to teachers and coaches on the History/Social Science standards and framework. Adopt and train teachers on the new HSS curriculum.

Attendance at professional development conferences for all content areas and professional development for our Instructional Coach.

Proposed Expenditures for this Strategy/Activity List the amount(s) and 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.

Amount(s)	Source(s)
$7,000	**LCFF**
$58,400	**Low Performing Block Grant**

Strategy/Activity 2

All teachers will implement Common Core State Standards in all content areas. Supplies and supplemental curriculum will be provided to support their instruction.

Students to be Served by this Strategy/Activity

All student groups

Strategy/Activity

Common Core Supplemental curriculum, supplies, subscriptions, assessment tools, etc. will be purchased for all content areas to support the instructional program.

Proposed Expenditures for this Strategy/Activity List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identtify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
$28,228	**LCFF**

$19,464	**Low Performing Block Grant**

Strategy/Activity 3

Teachers need more planning time to make sure all standards are addressed during Distance Learning. The new school schedule allows teachers the opportunity to use after-school time and Wednesdays to collaborate with colleagues and plan.

Students to be Served by this Strategy/Activity

All Students

Proposed Expenditures for this Strategy/Activity

Amount(s)   Source(s)

$0	

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 with disabilities, as well as increase the language proficiency for EL.

Identified Need

In ELA, Students with Disabilities are identified as red, English Language Learners and Socio-Economically Disadvantaged Students are in yellow on the California Dashboard.

In Math, our Students with Disabilities are red, our Socio-Economically Disadvantaged are in orange and our English Language Learners are in yellow on the California Dashboard.

Distance learning has shown an increased need for support for our students with disabilities, our students "at promise" and our English language learners.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

SBAC Meet or Exceed Standards for ELs, students of color, Foster Youth, African American Students and Latino Students	**2018-2019 SBAC Data** 9% of ELs meeting standards in ELA 10% of ELs meeting standards in Math	Increase the CAASPP SBAC percent of English Learners, Socio-Economically Disadvantaged Students, Foster Youth, African American students and Hispanic students meeting or exceeding standards by 8-10% higher than the prior year in ELA and Math in grades 5-8.
CA Dashboard Overall Academic Performance Levels for English Learners, Socioeconomically Disadvantaged Students, Foster Youth, African American Students and Latino Students	English Language Learners and Socio-Economically Disadvantaged Students are in Yellow for ELA. Socio-Economically Disadvantaged are orange for math and English Language Learners are yellow.	Increase our English Learners, Socio-Economically Disadvantaged Students, students by one performance level on the CA Dashboard from the prior year in ELA and Math in grades 5-8.
ELPAC Indicator	2018 27% are rising 47% are maintaining 26% are decreasing	Increase our English Language Learners who are rising by 10% and lower the number of students decreasing by 10%

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Students with Disabilities, English Language Learners and Socio-Economically Disadvantaged Students.

Strategy/Activity 1

Provide safety nets and programs to students who need support in academic Tier II and III with a focus on providing support to our student groups in orange and red on the CA Dashboard. After-School homework center and Friday School to support students in all content areas.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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 funding sources.

Amount(s)	Source(s)
$7500	**LCFF**

Strategy/Activity 3

Students to be Served by this Strategy/Activity

Teachers are implementing Nearpod and Peardeck to support engagement and comprehension for our students with disabilities, our students "at promise" and our English language learners.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$0	District funded

Goal 3

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

We are implementing a systemic process for communication among general education teachers, case managers, and families to support our students with disabilities during distance learning. We are holding IEP meetings to implement amendments for students with IEPs and 504 plans in order to provide accommodations and modifications for students with disabilities. As a staff, we are implementing online resources to promote engagement and rigorous learning of the content standards. We are providing social-emotional learning into daily lessons to build relationships with students who are in need of such support.

Identified Need:

Our students with disabilities are in the lowest performing band (red) on the CA Dashboard in the areas of suspensions, Math and English Language Arts, indicating a high need in this area.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome		Expected Outcome
SBAC Meet or Exceed Standards for Students with Disabilities	2018 ELA 11%	Math 6.7%	Increase the CAASPP SBAC percent of students with disabilities student group

		meeting or exceeding standards by 8-10% higher than the prior year in ELA and Math in grades 5-8.
CA Dashboard Overall Academic Performance Levels for Students with Disabilities CA Dashboard Suspension Rate	2018 ELA Math Red Red (80.9)* (142.7)* *Points below standard Suspensions Red (increase of 1% from 2017)	Increase our students with disabilities student group by one performance level on the CA Dashboard from the prior year in ELA and Math in grades 5-8, and decrease the suspension rate by 20%.
Least Restrictive Environment Targets	Baseline SDC students (4 or more periods of SAI per day): No more than 25% of class can be in general education less than 40% of the time or more RSP students (3 or less periods of SAI per day): @ least 50% of caseload must be in general education 80% of the time or more	We will meet the State targets on the Performance Indicator Review Measure of the amount of service on an IEP.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

These strategies and actions are for students with disabilities.

Strategy/Activity

Continue to analyze the effectiveness of the intervention programs (e.g. READ 180, System 44, Math 180) and implement with consistency and fidelity to support students with disabilities.

Every Special Education teacher has 2 release days to collaborate and work with one another to increase rigor and relevance for their students.

Every student will write across the curriculum (WAC) two times per year in five classes to support growth in language arts.

Utilize coaching support from Read 180 and System 44 to work with teachers based on need.

Provide restorative practices, PBIS lessons and mental health supports through outside agencies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
$2,000	**LCFF**

Strategy/Activity 2

This strategy will serve our students with disabilities.

We are implementing a systemic process for communication among general education teachers, case managers, and families to support our students with disabilities during distance learning. We are holding IEP meetings to implement amendments for students with IEPs and 504 plans in order to provide accommodations and modifications for students with disabilities. As a staff, we are implementing online resources to promote engagement and rigorous learning of the content standards. We are providing social-emotional learning into daily lessons to build relationships with students who are in need of such support.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$0	District funded

Goal 4

Students will use technology to master the 21st Century Skills of collaboration, communication, critical thinking and creativity. Herman and the AdVENTURE/STEM Program will provide innovative strategies with support for technology implementation that will enhance student learning of core academic subject knowledge, and meet technology standards.

Identified Need

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.

The need for 1:1 devices and hotspots for students without internet access or multiple devices in the home has become a priority.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
District Technology Survey: Daily Technology as an Instructional Tool	**Baseline** - 63% daily - 3% Once a week - 34% Two/Three Times a week	95% of the students will use technology daily as an instructional tool to master the grade level technology standards.
SBAC Participation Rates	**Baseline** - Math - 97% - ELA - 98%	We will continue to monitor to ensure that 95% of all students will participate in CAASPP Testing on the Chromebooks and laptops.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All Student Groups

Strategy/Activity

Refresh, maintain and repair Chromebooks/laptops for a student 1-to-1 ratio in grades 5-8.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
$10,000	**LCFF**

Strategy/Activity 2

Students to be Served by this Strategy/Activity

Due to shelter in place and distance learning, we are providing every student with a district provided Chromebook Lenovo 500e and a hotspot, if needed.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$0	District funded

Goal 5

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

Identified Need

For chronic absenteeism, Foster youth, students with disabilities, homeless, English learners, Pacific Islander, and students with two races or more are identified as red or orange through the California Dashboard.

For suspensions, Foster youth, students with disabilities, homeless, Pacific Islander, African American and students with two races or more are identified as red or orange through the California Dashboard.

Amongst these student groups, our district is identified for Differentiated Assistance for Foster youth, Homeless and students with disabilities due to their progress with chronic absenteeism, suspensions, and academics.

Due to distance learning, we are seeing a significant need to re-engagement strategies for students. We are also being made aware of an increase in need for mental health support for students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism Rate	CA Dashboard - 6.1%	For chronic absenteeism, improve one level for Foster youth, students with disabilities, homeless, English learners, Pacific Islander, and students with two races in the California Dashboard.

Suspension and Expulsion Rates	Suspension Rate - 11.6% 102 suspensions	For suspensions, improve one level for Foster youth, students with disabilities, homeless, Pacific Islander, African American and students with two races or more through the California Dashboard.
Attendance Rate	96.61%	Maintain a 98% attendance rate for each month August-June.
Nearpod Usage		

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All Student Groups

Strategy/Activity

Provide mental health services for students in need of mild to moderate counseling through outside partnerships.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)   Source(s)

$7,200	**Low Performing Block Grant**

Strategy/Activity 2

All students are to be served by this strategy.

Due to shelter in place and distance learning, we are finding students are in need of social-emotional and mental health supports more than ever. We will use Nearpod and Peardeck for social-emotional learning as well as referrals to our mental health providers for families and students. We will monitor this strategy through our monthly Professional Learning Community work as a staff.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$0	District funded

Goal 6

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

Identified Need

We would like to have high attendance at various parent meetings and events.

Due to COVID19 and shelter in place, we still need to connect with families. We will provide all stie meetings via Google Meets to engage parents in the educational system and their students' progress.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance at Parent Meetings	Baseline - 87% of the parents surveyed through 2019-2020 Healthy Kids Survey	We will increase parent attendance at the site meetings by another 10%

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All Student Groups

Strategy/Activity

Provide families information during parenting education series including baby-sitting and translation during the meetings.

Provide meetings virtually in order to better accommodate parents' schedules.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
$1,000	**LCFF**

Strategy/Activity 2
Students to be served by the Strategy/Activity
All Student Groups

Strategy/Activity

Implement video conferencing technology to increase parent involvement/participation at meetings.

Amount(s)	Source(s)
$0.00	**LCFF**

Strategy/Activity 3

All students will be served under this strategy.

Due to distance learning, we are tracking student participation and engagement using a tiered system. We have outlined a system for teachers and school staff to communicate with families to reengage students.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$0	District funded

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$ 0
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	**$179,486**

List the State and local programs that the school is including in the schoolwide program.

State or Local Programs	Allocation ($)
Low Performing Block Grant	**$123,758**
LCFF	**$55,728**

Total of federal, state, and/or local funds for this school: $179,486