Implementing School Year: 2022-2023

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	43-69625-6068167	May 26, 2022	June 16, 2022

Purpose and Description

Returning after the pandemic has offered many opportunities to support our students in both academics and social emotional needs. Greater focus on social opportunities during the school day, after school enrichment, counseling and building capacity in the classroom for differentiation was a focus in developing this SPSA.

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 program 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 educational partners 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 ELs.

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.

Educational Partner Involvement

Involvement Process for the SPSA and Annual Review and Update

Throughout this year, returning to in person learning, we continued to encourage parent and family involvement. Parent meetings were held through Google meetings. For the first part of this school year, we will continue to engage our community via virtual meetings in an effort to continue safety practices and a convenient mode that works for parents' schedules.. School information is communicated via Facebook, Parent Square, school website, and weekend newsletters.

Presentations to educational partners included:

Staff reviewed the SPSA on May 4, 2022

HABLA/ELAC reviewed the May 18, 2022

The School Site Council approved the SPSA on May 26, 2022

Resource Inequities

The COVID-19 pandemic has created additional resource inequities in additions to those outlined above. As we prepared for the 2022-2023 school year, the following resource inequities in our system have risen as priorities and opportunities:
  - *Mental Health services*
  - *Social/Emotional support*

- *Academic interventions for students with disabilities, English language learners, and students from disadvantaged backgrounds*

Goals, Strategies, Expenditures, and Annual Review

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

These additional needs have surfaced in response to the COVID pandemic as they relate to proficiency in meeting or exceeding all common core standards:
- *19% (139 students) are 3 or more grade levels below in Reading*
- *8% (54 students) are 2 grade levels below in Reading*
- *17% (121 students) are 3 or more grade levels below in Math*
- *7% (53 students) are 2 grade levels below in Math*

We will continue to implement the district adopted core curriculum in language arts, math, and social sciences. Our science teachers are implementing the New Generation Science Standards (NGSS) using multiple vetted programs and resources to ensure mastery and/or progress toward these standards. Our elective and physical education teachers will continue to support the academic goals for the school by implementing lessons that include scaffolds for our students with disabilities, English language learners, and disadvantaged backgrounds. All departments will continue to implement Writing Across the Curriculum (WAC) to support the writing skills and progression of all students.

Annual Measurable Outcomes

Metric	2020-2021 Baseline	2021-2022 Data	Desired Outcome for 2023-2024
SBAC Scores	N/A	Available August 2022	Annual Growth of 3% overall
CA Dashboard Academic Indicator	N/A	Status Available Fall 2022	Blue, Green or Increase of One Performance Level
Local ELA	61% on or above	64% on or above	Annual Growth of 3%

Benchmark Assessments (iReady Mid-Year)	grade level	grade level	overall
Local Math Benchmark Assessments (iReady Mid-Year)	58% on or above grade level	55% on or above grade level	Annual Growth of 3% overall

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All student groups

Teachers will use additional resources and interventions to meet the needs of students as they return back to a full in-person learning model after a year-and-a-half of distance or hybrid learning. To address learning needs or foundational skill gaps for students, professional development/training/planning time/interventions/etc. will be provided for staff with the goals of increasing student proficiency.

1. All teachers will implement Writing Across the Curriculum (WAC) school-wide.
2. Teachers will also focus on building critical reading and active listening skills for all students across content areas.
3. Teachers will use common rubrics for writing with their students (CAASPP writing rubrics) schoolwide in general and special education classes.
4. ELA and math teachers will administer iReady assessments to all students three times a year to collect local achievement data for OGSD.
5. Three professional development and common planning days will be provided for all teachers in each department with a focus on reviewing formative and summative student performance data, collaborative planning, intent on lesson planning that will result in high levels of fidelity on delivering the District's adopted curriculum.

Proposed Expenditures for this Strategy/Activity

Amount(s)   Source(s)

$ 22,233	**LCFF**

Strategy/Activity 2

1. Teachers will implement Common Core State Standards across all content areas.
2. OGSD will provide resources and supplemental curriculum to support teachers' classroom CCSS instruction.

Proposed Expenditures for this Strategy/Activity

Amount(s)   Source(s)

$5,810	**LCFF**

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 English language learners.

Identified Need

These additional needs have surfaced in response to the COVID pandemic as they relate to accelerating the academic achievement for English Learners (EL), low socioeconomic disadvantaged students, foster youth, and students of color:

- In 2020, in ELA and Math, our students identified as English learners (EL), Hispanic/Latino students, and students from socioeconomically disadvantaged backgrounds underperformed their Herman/AdVENTURE peers on standardized assessments.

Annual Measurable Outcomes

Metric	2020-2021 Baseline	2021-2022 Data	Desired Outcome for 2023-2024
English Learner Reclassification Rate	10%	3%	10-15% of English Learners Reclassified Annually
Long Term English Learner (LTEL) Rate	92%	88%	20% or Less of English Learners Identified as LTEL
Local ELA Benchmark Assessments for Student Groups (iReady Mid-Year)	*50% of Latino students scored at or above grade level* *48% of Black students scored at or above grade level* *19% of English learners scored at or above grade level*	*45% of Latino students scored at or above grade level* *48% of Black students scored at or above grade level* *8% of English learners scored at or above grade level*	Annual Growth of 5% for Listed Student Groups
Local Math Benchmark Assessments for Student Groups (iReady Mid-Year)	*33% of Latino students scored at or above grade level* *35% of Black students scored at or above grade level* *19% of English learners scored at or above grade level*	*32% of Latino students scored at or above grade level* *34% of Black students scored at or above grade level* *10% of English learners scored at or above grade level*	Annual Growth of 5% for Listed Student Groups
CA Dashboard Academic Indicator	N/A	Status Available Fall 2022	Blue, Green or Increase of One Performance Level for Listed Student Groups

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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.
2. After-School homework center and Friday School to support students in all content areas.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$16,964	**LCFF**

Strategy/Activity 3

Students to be Served by this Strategy/Activity

Teachers are implementing educational applications 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	2020-2021 Baseline	2021-2022 Data	Desired Outcome

Local ELA Benchmark Assessments for Special Education (iReady Mid-Year)	*23% of Students with Disabilities Performed at or above grade level*	*30% of Students with Disabilities Performed at or above grade level*	Annual Growth of 5% for Special Education Student Group
Local Math Benchmark Assessments for Special Education (iReady Mid-Year)	*21% of Students with Disabilities Performed at or above grade level*	*25% of Students with Disabilities Performed at or above grade level*	Annual Growth of 5% for Special Education Student Group
CA Dashboard Academic Indicator	N/A	Status Available Fall 2022	Blue, Green or Increase of One Performance Level for Special Education Student Group
Inclusion Data of Students with Disabilities	29%	32%	Students with Disabilities in General Education Settings for at least 80% of their day Students with Disabilities in Special Day Classes in General Education Settings for at least 40% of their day

Strategy/Activity 1

Students to be Served by this Strategy/Activity

These strategies and actions are for students with disabilities.

Strategy/Activity

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

2. Every Special Education teacher has 2 release days to collaborate and work with one another to increase rigor and relevance for their students.
3. Every student will write across the curriculum (WAC) two times per year in five classes to support growth in language arts.
4. Utilize coaching support from Read 180 and System 44 to work with teachers based on need.
5. Provide restorative practices, PBIS lessons and mental health supports through outside agencies.
6. Provide professional development for special education and general education teachers around co-teaching models for instruction.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$2982	**District Funded**

Strategy/Activity 2

This strategy will serve our students with disabilities.

1. We are implementing a systemic process for communication among general education teachers, case managers, and families to support our students with disabilities. 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.
2. As a staff, we are implementing online resources to promote engagement and rigorous learning of the content standards.
3. We are providing social-emotional learning into daily lessons to build relationships with students who are in need of such support.
4. We will provide mental health services through Marriage and Family Therapist interns and Educational Solutions Services (ESS) for students needing Tier II and Tier III 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	2020-2021 Baseline	2021-2022 Data	Desired Outcome for 2023-2024
Annual Teacher and Student (Grades 3-8) Technology Survey	*Students in grade 5-8 who use technology weekly at school* *2020-21: N/A%* *Students in grades 5-8 who use technology daily at school* *2020-21: N/A%* *Teachers who report students use technology on a daily basis* *2020-21: N/A%*	*Students in grade 5-8 who use technology weekly at school* *2021-22: 3%* *Students in grades 5-8 who use technology daily at school* *2021-22: 97%* *Teachers who report students use technology on a daily basis* *2021-22: 53%*	*Students in grade 5-8 who use technology weekly at school* *2022-23: **100%*** *Students in grades 5-8 who use technology daily at school* *2022-23: **98%*** *Teachers who report students use technology on a daily basis* *2022-23: **80%***
Student Access to Core Subject Areas Using 21st Century Skills	***N/A** % of students report using technology to work or collaborate with others.* ***N/A** % of students report using technology to communicate with others.* ***N/A** % of students report using technology to solve problems or help with their critical thinking in class.* ***N/A** % of students report*	***93%** of students report using technology to work or collaborate with others.* ***76.9%** of students report using technology to communicate with others.* ***83.5%** of students report using technology to solve problems or help with their critical thinking in class.* ***70.3%** of students report*	***95%** of students report using technology to work or collaborate with others.* ***85%** of students report using technology to communicate with others.* ***85%** of students report using technology to solve problems or help with their critical thinking in class.* ***80%** of students report*

	using technology to be creative.	*using technology to be creative.*	*using technology to be creative.*

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All Student Groups

Strategy/Activity

Prioritize technology upgrades, repairs and purchase educational technology applications.

Proposed Expenditures for this Strategy/Activity

Amount(s)   Source(s)

Amount(s)	Source(s)
$0	**LCFF**

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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)

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.

Annual Measurable Outcomes

Metric Use	2020-2021 Baseline	2021-2022 Data	Desired Outcome for 2023-2024
Attendance Annual Average	98%	94%	98%
Chronic Absenteeism	4.80%	*19.0%*	*The Chronic Absenteeism rate will be reduced to 5%.*
Suspension Rate	3%	36%	*5%*
Expulsion Rate	0%	0%	*0 students*
Student Safety Survey	*Not Administered*	*__January__ 5th Grade,96% feel safe at school 7th Grade,94% feel safe or very safe at school __May__*	*5th Grade,98% feel safe at school 7th Grade,96% feel safe or very safe at school*
Student Connectedness and Belonging	*Not Administered*	*__January__ 5th Grade,54% feel safe at school*	*5th Grade, 80% feel safe at school 7th Grade, 70% feel*

		7th Grade,34% feel safe or very safe at school _**May**_	safe or very safe at school

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

Amount(s)	Source(s)
$2,982	**LCFF**

Strategy/Activity 2

All students are to be served by this strategy.

We will use educational applications 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.

We will provide all site meetings via Google Meets and/or in person at a convenient time for parents, to engage parents in the educational system and their students' progress. We will communicate with parents using ParentSquare as a vehicle to disseminate information.

Annual Measurable Outcomes

Metric	2020-2021 Baseline	2021-2022 Data	Desired Outcome for 2023-2024
Attendance at School Parent Meetings	Not applicable due Covid 19 Restrictions.	15%	35%
Parent Engagement Events/Community Events	Not applicable due Covid 19 Restrictions.	25%	45%
Parent Square Delivery and Post Data	Not applicable	Contactable Rate 99.6%	Contactable Rate 99.8%

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

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

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	**$51,471**

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

State or Local Programs	Allocation ($)
LCFF	**$51,471**