



**Continuous Improvement Expenditure Plan
 2015-2016
 INTERVENTION PLAN**

School: Burbank

Principal(s): Vanesha K. Davis

Submit Date: February 3, 2016

Status: Submitted

Intervention Focus:

Provide additional support to students to increase student achievement in the areas of Reading, Math, and Writing and across all content areas. An identified focus area is the achievement of our EL learners. Interventions will be centered around meeting the needs of EL Learners with language acquisition in order to progress to Proficient in English across content areas. Additional intervention support to Increase student engagement along with decreasing the level of absences through programs to address motivation, resources, and organizational skills.

Expected Outcome:

Increase number of EL learners identified as Proficient on the CELDT.
 All AMAQ targets are met.
 Increase in Attendance
 Increase in Student Achievement in the areas of Reading, Math, and Writing.

Intervention Project Timeline

Ln	Dates	Description	Priority Area(s)
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Intervention Project Timeline

Ln	Dates	Description	Priority Area(s)
1	07/30/2015 07/30/2016	1.0 TOSA to provide academic support and intervention in the areas of ELA and Math. K-2 students who are not yet proficient on the FRSA and are non Proficient on grade level benchmarks will be supported by a push in model and or tandem teaching including small group instruction. Students will receive intervention/support in cycles.	Access to a Broad Curriculum CCSS Student Achievement Student Engagement

Line Status: This line is approved.

Person(s) Responsible: Principal

Frequency: Daily

SPSA/AM: AM1 Add. Int.

Identified Need: Students in K-2 are non proficient in the foundational reading skills and basic math understanding.

Target Group: K-2 non proficient in FRSA and not meeting promotion criteria.

Monitoring: Student Assessment data (formative, interim): BAP, Benchmarks, unit assessments, writing samples, Math End of Unit.

Personnel Summary: Teacher on Special Assignment (TOSA) 1 FTE - LCFF 25%; Title 1 75%

Matl/Srvc Summary:

	Cost	Statutory Benefits	Health Benefits	Project Totals
Certificated	93,079	13,199	18,722	125,000
Classified	0	0	0	0
Mtls/Srvc	0			0
			Total	125,000

SSC Approve Date: 02/18/2015

Subject: Additional Interventions



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Ln	Dates	Description	Priority Area(s)
2	07/31/2015 07/30/2016	1.0TOSA to provide academic support and intervention in the areas of ELA and Math to ELL learners in 3rd - 5th grade. The Program Specialist will provide support using a push in model. Students will be provided interventions 2-3 times per week in cycles.	CCSS Student Achievement

Line Status: Waiting for EACCR Office review.

Person(s) Responsible: Principal

Frequency: Daily

SPSA/AM: AM1 Add. Int.

Identified Need: Intermediate EL Learners are not progressing based on the AMAQ criteria.

Target Group: English Language Learners at the Intermediate Level and Beginning in grades 3-5.

Monitoring: Student Assessment data (formative, summative): BAP, Benchmarks, unit assessments, writing samples, Math End of Unit.

Personnel Summary: Teacher on Special Assignment (TOSA) 1 FTE - LCFF 20%; Title 1 80%

Matl/Srvc Summary:

	Cost	Statutory Benefits	Health Benefits	Project Totals
SSC Approve Date: 02/18/2015	Certificated 93,079	13,199	18,722	125,000
	Classified 0	0	0	0
Subject: Additional Interventions	Mtls/Srvc 0			0
			Total	125,000



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3	07/31/2015 07/30/2016	A .70 Counselor to increase pupil engagement by reducing chronic absenteeism and increasing student connection to school. The position will develop programs to impact students' academic success, pupil engagement and parent involvement. This position will engage students with social skills training and programs to ensure successes with positive school climate. The counselor will work with 2-3 small groups of students 2 times a week.	Parent Involvement Student Engagement Other Student Outcomes

Line Status: Waiting for EACCR Office review.

Person(s) Responsible: Principal

Frequency: Weekly

SPSA/AM: AM1 Add. Int.

Identified Need: Low attendance rate and high number of tardies, students are in need of social skills training and positive behavioral support. High number of students referred for additional help in the areas of academics and counseling.

Target Group: Students with 20 or more absences.
Students referred for behavioral and academic problems

Monitoring: Attendance roster for identified students. Behavioral reports, CORE Survey results

Personnel Summary: Counselor .7 FTE - LCFF 20%; Title 1 80%

Matl/Srvc Summary:

	Cost	Statutory Benefits	Health Benefits	Project Totals
SSC Approve Date: 02/18/2015	Certificated 68,834	9,761	13,105	91,700
Subject: Additional Interventions	Classified 0	0	0	0
	Mtls/Srvc 0			0
			Total	91,700



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4	07/31/2015 07/30/2016	A .20 Librarian to meet with grades 3-5 once per week to provide lessons engaging student with a broad curriculum. The supplemental instruction will support students gaining access with literature, informational text and research. Supplement the 3rd grade core program in the area of literary analysis Trimester I, Supplement the 4th grade core program by providing instruction in accessing, using and evaluating information Trimester II. Supplement most at-risk ELA students' access to literature and Supplement the 5th grade core program by providing instruction on how to access and analyze informationa text for research.	Access to a Broad Curriculum CCSS Student Achievement Other Student Outcomes

Line Status: This line is approved.

Person(s) Responsible: Principal

Frequency: Trimester

SPSA/AM: AM1 Add. Int.

Identified Need: Students are below grade level in selected comprehension strategies and need additional support in Reading Content Standards.

Target Group: Students reading below grade level in grades 3-5.

Monitoring: Pre and Post test, schedules and progress monitoring of at-risk students.

Personnel Summary: Librarian .2 FTE - LCFF 100%

Matl/Srvc Summary:

	Cost	Statutory Benefits	Health Benefits	Project Totals
SSC Approve Date: 02/18/2015	Certificated 18,266	2,590	3,744	24,600
	Classified 0	0	0	0
Subject: Additional Interventions	MtlS/Srvc 0			0
			Total	24,600



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5	07/31/2015 07/30/2016	The Nurse will supplement the needs of Burbank Students .12 per week by ensuring students with special health needs are given resources to support identified needs. The Nurse will ensure students and families have and are given information needed to obtain resources. Supplemental small group and or individual counseling in the areas based on student needs will be provided along with supplemental health lessons related to health standards and the needs of students per requests from teachers.	Other Student Outcomes

Line Status: This line is approved.

Person(s) Responsible: Principal and Counselor

Frequency: Biweekly

SPSA/AM: AM1 Add. Int.

Identified Need: Many of Burbank students have health issues not being met. Parents need assistance in how to obtain resources to meet their child's health needs and well being.

Target Group: Students with high absences and health problems.

Monitoring: Log of services rendered. Report submitted each trimester of interventions of small group counseling.

Personnel Summary: Nurse Inspector .12 FTE - LCFF 100%

Matl/Srvc Summary:

	Cost	Statutory Benefits	Health Benefits	Project Totals
SSC Approve Date: 02/18/2015	Certificated 10,539	1,494	2,247	14,280
	Classified 0	0	0	0
Subject: Additional Interventions	Mtls/Srvc 0			0
			Total	14,280



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6	07/31/2015 07/30/2016	A .45 (18 hours per week) FTE Instructional Aide-Computer to provide supplemental support to K-5 students in achieving technology skills through content areas. The instructional aide supports classroom teachers by providing computer guidance and support with lessons and or programs to increase student achievement in the areas of Reading, Math, and Writing.	Access to a Broad Curriculum Student Engagement Other Student Outcomes

Line Status: Level Supt and Supt have not approved line at this time.

Person(s) Responsible: Principal

Frequency: Daily

SPSA/AM: AM1 Add. Int.

Identified Need: Increase students' technology and academic skills in the area of Reading, Writing, and Math. Students need to improve their ability to justify or explain their thinking by writing their answers using a computer.

Target Group: EL Learners, K-5 students with limited technology skills, low performing students in reading, math, and writing.

Monitoring: Schedule of classes to measure student engagement, Analysis of pre/post data on keyboarding skills. Checklist of computer skills needed to navigate SBAC, benchmark data

Personnel Summary: Instructional Assistant Computer Resource .4 FTE - LCFF 55%; Title 1 45%

Matl/Srvc Summary:

	Cost	Statutory Benefits	Health Benefits	Project Totals
SSC Approve Date: 02/18/2015				
Subject: Additional Interventions				
	Certificated	0	0	0
	Classified	15,469	3,442	26,400
	MtlS/Srvc	0		0
			Total	26,400



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Ln	Dates	Description	Priority Area(s)
7	09/23/2015 07/31/2016	Provide additional support to Kindergarten and First Grade classrooms in order to increase student engagement in learning the foundational skills of reading, writing, and math. Four College Aides to work among 9 classrooms. Each aide will work 18 hours per week for 36 weeks.	Student Achievement

Line Status: This line is approved.

Person(s) Responsible: Classroom teachers
Program specialist
Principal

Frequency: Monthly **SPSA/AM:** AM1 Rdg

Identified Need: Kindergarten and First grade students who have minimal levels in foundational skills in reading, math

Target Group: Low performing students, ELL students

Monitoring: FRSA, Benchmarks, Math assessments. scored writing

Personnel Summary: College Student Aide (4) for 558 hours annually - Title 1 100%

Matl/Srvc Summary:

	Cost	Statutory Benefits	Health Benefits	Project Totals
Certificated	0	0	0	0
Classified	31,694	1,093	0	32,787
MtlS/Srvc	0			0
			Total	32,787

SSC Approve Date: 09/23/2015

Subject: Additional Interventions



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8	03/28/2016 04/08/2016	Two week intersession to support students in language arts to increase their foundational reading and writing skills.	CCSS Student Achievement

Line Status: Waiting for EACCR Office review.

Person(s) Responsible: Teachers
Principal

Frequency: Daily

SPSA/AM: AM1 Rdg

Identified Need: Phonics
Reading fluency

Target Group: Second grade students not meeting benchmark.

Monitoring: Pre and post assessment on FRSA

Personnel Summary: Teacher Hourly P Schedule (3) for 40 hours annually - Title 1 100%

Matl/Srvc Summary:

	Cost	Statutory Benefits	Health Benefits	Project Totals
SSC Approve Date: 11/17/2015	Certificated 6,526	925	0	7,451
	Classified 0	0	0	0
Subject: Additional Interventions	MtIs/Srvc 0			0
			Total	7,451



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9	07/01/2015 06/30/2016	Long term substitute for TOSA on maternity leave.	CCSS Student Achievement
Line Status: Waiting for EACCR Office review.			
Person(s) Responsible: Principal Teacher			
Frequency: Weekly		SPSA/AM: AM1 Rdg	
Identified Need: Students in K-2 are non proficient in the foundational reading skills			
Target Group: K-2 Students non proficient in FRSA			
Monitoring: Student assessment data (formativie, interim) BAP Benchmarks Unit Assessments Writing samples			
Personnel Summary: Substitute teacher full day (1) for 36 days - Title 1 100%			
Matl/Srvc Summary:			
		Cost	Statutory Benefits
		Health Benefits	Project Totals
SSC Approve Date: 11/17/2015		Certificated 5,219	740
		Classified 0	0
Subject: Reading		Mtls/Srvc 0	0
			Total 5,959