Continuous Improvement Expenditure Plan
2018-2019
INTERVENTION PLAN

School: Grant  Principal(s): Kimberley J. Baril  Submit Date: September 17, 2018  Status: Approved

Intervention Focus:
To increase student achievement, including of our targeted subgroups (AA & EL students) by:
1. Provide supplemental pull out, daily small group instruction to targeted students (identified by data)
2. Provide afterschool tutoring (Reading and ST Math) to targeted students (identified by data)
3. Coach teachers to increase their proficiency with the implementation of key instructional strategies
4. Increase technology usage knowledge with students and staff to ensure technology is being used as a teaching/learning tool
5. Provide targeted support to students who struggle behaviorally; Build a positive growth mindset within our students

Expected Outcome:
To increase the number of students who are proficient/advance proficient readers, writers and mathematicians who meet or exceed grade level standards.

Intervention Project Timeline

<table>
<thead>
<tr>
<th>Ln</th>
<th>Dates</th>
<th>Description</th>
<th>Data Measure(s)</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
Continuous Improvement Expenditure Plan  
2018-2019  
INTERVENTION PLAN

School: Grant  
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</table>
| 1  | 08/28/2018  | A full-time, TOSA Intervention Teacher will provide supplemental pullout, daily small group instruction to support struggling students (as identified by data) on a daily basis trimester by trimester. Additionally, on an as needed basis (based on enrollment), newcomer students will be provided daily, supplemental pull out support to address language acquisition needs which will accelerate their ability to learn to read in a new language. | Elementary Reading - FRSA  
Elementary Reading - Benchmarks                       |
|    | 06/24/2019  |                                                                                                                                                                                                            |                                                     |

Person(s) Responsible: TOSA Intervention Teacher

Frequency: Daily  
SPSA/AM: AM1 Rdg

Identified Need: Per multiple sources of data approximately 35% of Grant students are not proficient readers.

Target Group: African-American, English Learners, Identified At-Risk Students, Newcomers

Monitoring: Classroom Teachers, Admin Team, Intervention Staff, Leadership Team Members (ELAC, SSC, Grant Leadership) via Trimester Data Reports from Intervention Staff

Personnel Summary: Teacher on Special Assignment (TOSA) .9 FTE - Title 1 100%

Matl/Srvc Summary:

<table>
<thead>
<tr>
<th></th>
<th>Cost</th>
<th>Statutory Benefits</th>
<th>Health Benefits</th>
<th>Project Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificated</td>
<td>92,489</td>
<td>18,230</td>
<td>18,661</td>
<td>129,380</td>
</tr>
<tr>
<td>Classified</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Mtls/Srvc</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>92,489</td>
<td>18,230</td>
<td>18,660</td>
<td>129,380</td>
</tr>
</tbody>
</table>

SSC Approve Date: 01/30/2018  
Subject: Reading
Continuous Improvement Expenditure Plan  
2018-2019  
INTERVENTION PLAN

School: Grant  
Principal(s): Kimberley J. Baril  
Submit Date: September 17, 2018  
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<th>Description</th>
<th>Data Measure(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>08/28/2018</td>
<td>A full-time, TOSA-Intervention Teacher will provide supplemental pull out, daily small group reading instruction to support struggling Gr. 3-5 students (as identified by data) on a daily basis trimester by trimester.</td>
<td>SBAC ELA Elementary Reading - Benchmarks</td>
</tr>
<tr>
<td></td>
<td>06/14/2019</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Additionally, this TOSA-Intervention Teacher will coach individual teachers and grade levels to increase their proficiency with implementation of small group instruction reading practices within their own classrooms to foster more effective differentiated instruction for students.</td>
<td></td>
</tr>
</tbody>
</table>

Person(s) Responsible: TOSA-Intervention Teacher

Identified Need: Per multiple sources of data approximately 35% of Grant students are not proficient readers.

Target Group: Identified At-Risk Students, English Learners, African-American

Monitoring: Admin Team, Intervention Staff and Leadership Team Members (ELAC, SSC, Grant Leadership) via trimester Data Reports from intervention staff.

Personnel Summary: Teacher on Special Assignment (TOSA) .9 FTE - Title 1 100%

Matl/Srvc Summary:

<table>
<thead>
<tr>
<th>Certificated</th>
<th>Cost</th>
<th>Statutory Benefits</th>
<th>Health Benefits</th>
<th>Project Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>92,489</td>
<td>18,230</td>
<td>18,661</td>
<td>129,380</td>
</tr>
</tbody>
</table>

| Classified   | 0      | 0                  | 0               | 0              |
| Mtls/Srvc    | 0      | 0                  | 0               | 0              |

Total 129,380

SSC Approve Date: 01/30/2018

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INTERVENTION PLAN

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</table>
| 3  | 08/14/2018  | An additional .50FTE Assistant Principal will: Increase student achievement by: Coordinating and monitoring intervention services; Coaching teachers to increase their effectiveness with instructional practices; and Providing professional development to enhance teachers' use of strategies to engage students. Increase a positive school climate focused on learning by: Providing targeted support to chronic behaviorally struggling students; Lead Behavioral Monitoring Team to ensure implementation of behavioral interventions to meet student needs; and Provide additional instructional resources for developing a positive growth mindset and having GRIT. Enhance parental involvement by: Arranging and/or providing workshops for parents; Educating parents about the importance of regular school attendance; Assisting parents in obtaining uniforms and weekend food resources; and Enriching categorical requirements with participation and direct involvement with ELAC and SSC. | SBAC ELA  
SBAC Math  
Attendance/Chronic Absenteeism Rate  
Suspension/Expulsion Rate  
Culture-Climate Survey (Parent) |
|    | 06/21/2019  |                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                  |

Person(s) Responsible: Assistant Principal  
Frequency: Daily  
SPSA/AM: AM1 Add. Int.  
Identified Need: District and State assessments indicate MANY Grant students are not proficient readers or mathematicians. Office referrals, suspension and CORE Survey data indicates that MANY students struggle making good behavioral choices. Lunch eligibility data indicates that MANY families need $ assistance.  
Target Group: All Staff, All Parents, All Students, Other Targeted Students  
Monitoring: Principal  
Matl/Srvc Summary: Trimester Data Reports to Leadership Teams  
Personnel Summary: Asst. Principal Elementary .5 FTE - Title 1 100%
## Continuous Improvement Expenditure Plan
### 2018-2019
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**Submit Date:** September 17, 2018  
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<tr>
<td></td>
<td></td>
<td></td>
<td>Classified</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Mtls/Srvcs</td>
</tr>
<tr>
<td></td>
<td>SSC Approve Date: 01/30/2018</td>
<td></td>
<td>Total</td>
</tr>
</tbody>
</table>

**Subject:** Additional Interventions
### Continuous Improvement Expenditure Plan
#### 2018-2019
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<th>Ln</th>
<th>Dates</th>
<th>Description</th>
<th>Data Measure(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>08/29/2018</td>
<td>A .50FTE Instructional Aide-Computer Resource will increase student achievement and engagement in the area of technology by increasing the adult to student ratio in the computer lab by pairing a computer expert alongside the classroom teacher to deliver technology lessons to targeted grade levels of students therefore increasing student knowledge and ability levels of students so they can more effectively use technology as a learning tool. This increased adult ratio with a computer expert support supplemental instruction by assisting students with expert directed practice to extend students' understanding of technology. Furthermore the IA-Computer Resource will provide 1:1 differentiated professional development support to targeted teachers to ensure they are comfortable and capable of using technology with their students outside of the lab (for example via chromebooks).</td>
<td>Core Curriculum Other</td>
</tr>
<tr>
<td>4</td>
<td>06/13/2019</td>
<td>SPSA/AM: AM1 Add. Int.</td>
<td></td>
</tr>
</tbody>
</table>

**Person(s) Responsible:** Instructional Aide - Computer Resource  
**Frequency:** Weekly

**Identified Need:** Per CCSS students need to be able to use technology as a learning tool and currently many teachers are not tech savvy enough to ensure students acquire the necessary technology skills alone.

**Target Group:** Other Targeted Students, Targeted Staff

**Monitoring:** Admin Team, Trimester Data Reports to Leadership Teams

**Personnel Summary:** Instructional Assistant Computer Resource .5 FTE - LCFF 100%

**Matl/Srvc Summary:**

<table>
<thead>
<tr>
<th></th>
<th>Cost</th>
<th>Statutory Benefits</th>
<th>Health Benefits</th>
<th>Project Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificated</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Classified</td>
<td>22,190</td>
<td>6,154</td>
<td>10,367</td>
<td>38,711</td>
</tr>
<tr>
<td>Mtls/Srvc</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**SSC Approve Date:** 01/30/2018  
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## Continuous Improvement Expenditure Plan
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<tr>
<th>Ln</th>
<th>Dates</th>
<th>Description</th>
<th>Data Measure(s)</th>
</tr>
</thead>
</table>
| 5  | 08/29/2018| Via a part time, hourly intervention teacher (with specialized Literacy training/background) provide supplemental, pull out, small group reading instruction to support struggling readers in Grade 1. This intervention will be provided 5 days a week for 30 minute sessions for 8-11 weeks depending on the trimester (Sept-Nov, Jan-Mar, Apr-Jun). | Elementary Reading - FRSA  
Elementary Reading - Benchmarks                        |
|    | 06/13/2019|                                                                                             | Total 38,711                                         |

**Person(s) Responsible:** Hourly Intervention Teacher (Retired Teacher)

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

**Identified Need:** Benchmark data illustrates a significant drop of proficient readers from kinder to first grade. Additionally benchmark data shows few students leave 1st grade as End 1 readers.

**Target Group:** African-American, English Learners, Identified At-Risk Students

**Monitoring:** Admin Team, Intervention Team, Hourly Intervention Teacher and First Grade Teachers

**Personnel Summary:** Teacher Hourly P Schedule (1) for 495 hours annually - Title 1 100%

**Matl/Srvc Summary:**

<table>
<thead>
<tr>
<th></th>
<th>Cost</th>
<th>Statutory Benefits</th>
<th>Health Benefits</th>
<th>Project Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificated</td>
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<td>5,704</td>
<td>0</td>
<td>34,642</td>
</tr>
<tr>
<td>Classified</td>
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<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Mtls/Srvc</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>34,642</strong></td>
<td><strong>0</strong></td>
<td><strong>0</strong></td>
<td><strong>34,642</strong></td>
</tr>
</tbody>
</table>

**SSC Approve Date:** 01/30/2018  
**Subject:** Reading
### Continuous Improvement Expenditure Plan
#### 2018-2019

**INTERVENTION PLAN**

**School:** Grant  
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**Status:** Approved

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<th>Dates</th>
<th>Description</th>
<th>Data Measure(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>10/01/2018</td>
<td>Via a part time, hourly intervention teacher (with specialized Literacy training/background) provide supplemental pull out, small group reading instruction to support struggling readers in kindergarten. This intervention tutoring will be provided 5 days a week for 30 minute sessions for 8-11 weeks depending on trimester (Oct-Dec, Jan-Mar, Apr-Jun).</td>
<td>Elementary Reading - FRSA</td>
</tr>
<tr>
<td></td>
<td>05/31/2019</td>
<td></td>
<td>Elementary Reading - Benchmarks</td>
</tr>
</tbody>
</table>

**Person(s) Responsible:** Hourly Intervention Teacher (retired teacher)

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

**Identified Need:** FRSA data illustrates a need to support Foundational Reading Skills to ensure overall reading success.

**Target Group:** Identified At-Risk Students, English Learners, African-American

**Monitoring:** Hourly Intervention Teacher, Intervention Team, Kindergarten Teachers

**Personnel Summary:** Teacher Hourly P Schedule (1) for 288 hours annually - Title 1 100%

**Matl/Srvc Summary:**

<table>
<thead>
<tr>
<th></th>
<th>Cost</th>
<th>Statutory Benefits</th>
<th>Health Benefits</th>
<th>Project Totals</th>
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<tbody>
<tr>
<td><strong>Certificated</strong></td>
<td>16,836</td>
<td>3,318</td>
<td>0</td>
<td>20,154</td>
</tr>
<tr>
<td><strong>Classified</strong></td>
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<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Mtls/Srvc</strong></td>
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**Total** 20,154

**SSC Approve Date:** 01/30/2018

**Subject:** Reading
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</thead>
<tbody>
<tr>
<td>7</td>
<td>01/07/2019 - 05/31/2019</td>
<td>Provide after school tutoring for identified struggling English learner readers in grades 1-5, with an emphasis on students who have not met minimal requirements for promotion. Tutoring sessions will operate for 6-8 weeks, for 3 one hour sessions per week per trimester (Jan-Mar, Apr-May).</td>
<td>Elementary Reading - Benchmarks</td>
</tr>
</tbody>
</table>

**Person(s) Responsible:** Tutoring Teachers  
**Frequency:** Weekly  
**SPSA/AM:** AM1 Rdg

**Identified Need:** Reading Assessment Data  
*FRSA  
*District Benchmarks  
*Teacher/Grade Level Assessments

**Target Group:** Identified At-Risk Students  
**Monitoring:** Tutoring Teachers, Intervention Team, Classroom Teachers

**Personnel Summary:** Teacher Hourly P Schedule (8) for 48 hours annually - EL Support 100%

**Matl/Srvc Summary:**

<table>
<thead>
<tr>
<th>Certification</th>
<th>Cost</th>
<th>Statutory Benefits</th>
<th>Health Benefits</th>
<th>Project Totals</th>
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<tbody>
<tr>
<td>Certificated</td>
<td>22,449</td>
<td>4,425</td>
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<td>26,874</td>
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<tr>
<td>Classified</td>
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</tr>
<tr>
<td>Mtls/Srvc</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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</tbody>
</table>

**Total** | 26,874

**SSC Approve Date:** SSC Approval not needed with funding used  
**Subject:** Reading
Continuous Improvement Expenditure Plan
2018-2019
INTERVENTION PLAN

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<tbody>
<tr>
<td>8</td>
<td>09/11/2018-05/29/2019</td>
<td>Provide a teacher to operate the after school ST Math Tutoring in the computer lab for identified struggling mathematicians in grades 3, 4 and 5 with an emphasis on our EL and AA learners (based on data). Identified students will attend a tutoring session 1 time weekly for 60 min. for 8-10 weeks per trimester (Oct-Dec, Jan-Mar, Apr-May).</td>
<td>SBAC Math</td>
</tr>
</tbody>
</table>

Person(s) Responsible: Tutoring Teacher

Frequency: Weekly  SPSA/AM: AM1 Math

Identified Need: SBAC Math data indicates many students struggle in Math as only 29% of Gr. 3-5 students met standards. Furthermore same data indicates that our AA & EL students dropped or made minimal growth.

Target Group: Identified At-Risk Students, English Learners, African-American

Monitoring: Tutoring Teacher, ST Math Student Progress Monthly Reports, Admin Team

Personnel Summary:  Teacher Hourly P Schedule (1) for 72 hours annually - Title 1 100%

Matl/Srvc Summary:

<table>
<thead>
<tr>
<th></th>
<th>Cost</th>
<th>Statutory Benefits</th>
<th>Health Benefits</th>
<th>Project Totals</th>
</tr>
</thead>
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<tr>
<td>Certificated</td>
<td>4,209</td>
<td>830</td>
<td>0</td>
<td>5,039</td>
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<tr>
<td>Classified</td>
<td>0</td>
<td>0</td>
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</tr>
<tr>
<td>Mtls/Srvc</td>
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<td>0</td>
<td>0</td>
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</table>

SSC Approve Date: 01/30/2018

Subject: Math

Total 5,039
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<tbody>
<tr>
<td>9</td>
<td>08/29/2018</td>
<td>Provide Recreation Aides to supervision students during breakfast and lunch hour in the cafe and playgrounds to ensure students are safe.</td>
<td>Other</td>
</tr>
<tr>
<td></td>
<td>06/13/2019</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Person(s) Responsible: Assistant Principal

Frequency: Daily

SPSA/AM: AM2

Identified Need: For optimal safety students require supervision during breakfast and lunch periods in the cafe and on playgrounds.

Target Group: All Students

Monitoring: Assistant Principal  
Secretary (payroll clerk)

Personnel Summary: Recreation Aide (10) for 432 hours annually - LCFF 100%

Matl/Srvc Summary:

<table>
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<tbody>
<tr>
<td></td>
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<td>0</td>
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<tr>
<td></td>
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<tr>
<td></td>
<td>Total</td>
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SSC Approve Date: 09/25/2018

Subject: Additional Interventions