



**Continuous Improvement Expenditure Plan  
2018-2019  
INTERVENTION PLAN**

**School:** Nieto Herrera

**Principal(s):** Christi A. Granada

**Submit Date:** October 3, 2018

**Status:** Approved

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**Intervention Focus:**

The focus for school wide interventions for the 2018-19 school year is accountability measure 1: improve academic achievement for all of Herrera's student population including the 83.7% low socio-economic status and 49.3% English Learner subgroups in the following ways:

**Student Achievement**

Monitoring and evaluation of academic data from district, site developed assessments, FRSA, Benchmarks, math facts, and district unit assessments for ELA and Math.

**School climate/discipline**

Monitoring and Evaluation of Discipline using referral and detention data and the CORE Survey Data.

**Student Achievement**

**Student Engagement**

Monitoring and evaluating attendance both chronic (individual students) and school-wide

Herrera will improve overall attendance by .5% and decrease chronic absences by 3%.

**Common Core Standards**

Monitoring and evaluation of Professional Development using CIV data, staff feedback, and teacher surveys as well as academic data listed above.

Coordinate School Systems to reduce the achievement gap by providing supplemental professional development on strategies to support at-risk students.

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**Expected Outcome:**

Increased student achievement according to data from SBAC, FRSA, Reading Benchmarks, math facts, district online assessments for ELA and Math, Unit Assessments, and end of unit assessments.

**School climate/discipline**-The expected outcome will be to decrease detentions by 5% by the end of the year, continue to increase staff use of the 3 to 1 ratio strategy from Safe and Civil Practices, enhance Growth Mindset for students by sharing weekly strategies for classroom use via the bulletin. These practices will reflect a decrease in school wide Office Referrals by 5% and an increase for

**Student Achievement**

Increase student proficiency rates on the FRSA by 10% overall, decrease retentions by 3%, and continue to close the achievement gap between students who are ELL and all students by 5%.

**Student Engagement**

Herrera will improve overall attendance by .5% and decrease chronic absences by 3%.

**Common Core Standards**

Using SBAC data, CIV data and school created surveys, all teachers will continue the use of formative assessment strategies that increase students' understanding of the learning target (intentions) and success criteria, increase students' thinking and action for improving their work based on effective verbal feedback from the teacher.

All teachers will continue the use of purposeful collaborative discussions with students that promote deeper learning and understanding of the content.

All teachers will continue the use of collaborative discussions to increase students' proficiency levels in communicating reasoning when making sense and persevering in solving math problems as evidenced by students open-ended response questions on daily/weekly formative assessments, unit tests, and SBAC data for Gr. 3-5.

All teachers will revisit and use academic vocabulary instructional practices to increase students' use and ownership of key academic vocabulary terms.



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1515 Hughes Way, Long Beach, CA 90810

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**Intervention Project Timeline**

<b>Ln</b>	<b>Dates</b>	<b>Description</b>	<b>Data Measure(s)</b>
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Ln	Dates	Description	Data Measure(s)
1	08/14/2018 06/30/2019	<p>Herrera School SSC approved to provide additional funding to allow for a 100% Assistant Principal. Herrera will fund a 60% Assistant Principal in collaboration with the District allotment of 40% which shall equal 100% for a Assistant Principal for the 2018-19 school year.</p> <p>Student Achievement and School Systems to reduce the achievement Gap</p> <p>The Assistant Principal of Herrera will support the Principal by monitoring instruction as directed by the Principal. The assistant principal will also monitor academic interventions and intervention teachers as well as monitor the SST process which occurs three times per year.</p> <p>School Climate/Discipline</p> <p>The Assistant Principal of Herrera will conduct Safe and Civil assemblies promoting school wide disciplinary practices and positive behavior reinforcement at least 1x per trimester. The Assistant Principal will also provide daily or as needed intervention for students who are identified as at risk. The assistant principal will first look for alternatives to suspension and coach targeted teachers in using strategies for students with challenging behavior. The Assistant Principal will meet with parents and communicate with teachers about student progress on a daily basis and as needed.</p> <p>Student Engagement</p> <p>The Assistant Principal will work in collaboration with the Herrera School counselor to improve attendance, decrease the chronic absenteeism rate and monitor students who are referred to SARB.</p> <p>Common Core Standards</p> <p>The Assistant Principal will facilitate professional development with grade level teams, teacher coaches and, at times, during full staff meetings.</p>	<p>SBAC ELA</p> <p>Suspension/Expulsion Rate</p> <p>Core Curriculum</p>

**Person(s) Responsible:** Assistant Principal

**Frequency:** Daily

**SPSA/AM:** AM1 Add. Int.

**Identified Need:** Overall benchmarks as of 2/24 show 50.7% of students K-5 are below grade level. For Am 1 Reading, Writing, and Math, other interventions: Improve school wide discipline data Monitor the implementation of formative assessment strategies. Increase student achievement and student attendance rate.

**Target Group:** African-American, English Learners, All Students



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Ln	Dates	Description	Data Measure(s)				
<b>Monitoring:</b>		Weekly discipline monitoring/reports to staff. Using feedback and observation, there will be a 100% classroom implementation of formative assessment strategies. District/site/FRSA data will improve 5%. Student attendance rate will increase to 97%.					
<b>Personnel Summary:</b>		Asst. Principal Elementary .6 FTE - Title 1 100%					
<b>Matl/Srvc Summary:</b>							
			<b>Cost</b>	<b>Statutory Benefits</b>	<b>Health Benefits</b>	<b>Project Totals</b>	
<b>SSC Approve Date:</b> 01/31/2018			<b>Certificated</b>	69,160	13,631	12,440	95,231
			<b>Classified</b>	0	0	0	0
<b>Subject:</b> Additional Interventions			<b>Mtls/Srvc</b>	0			0
					<b>Total</b>		<b>95,231</b>



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Ln	Dates	Description	Data Measure(s)
2	08/14/2018 06/30/2019	The Counselor will increase student engagement by monitoring attendance data each month and establish monthly classroom incentives for students to improve their daily attendance and decrease chronic absenteeism. The counselor will organize and coordinate interventions to support the needs of students with social-emotional behavioral challenges. The counselor will support the schoolwide Response to Intervention plan that connects targeted students with social, emotional, or behavior needs.  Site funds support 0.3 FTE. District funds support 0.3 FTE. Total FTE is .6.	Attendance/Chronic Absenteeism Rate Culture-Climate Survey (Student-Staff) SEL Survey

**Person(s) Responsible:** The counselor is responsible for duties assigned.

**Frequency:** Weekly

**SPSA/AM:** AM1 Add. Int.

**Identified Need:** Targeted are in need of social-emotional intervention and support. SBAC overall data reflects, 66% of Herrera students are working below grade level. In 16-17, 94 stu. had more than 10 absences and need support and strategies to improve attendance.

**Target Group:** African-American, All Students, Asian, English Learners, Identified At-Risk Students, Low SES, Hispanic

**Monitoring:** Weekly/Monthly reports to monitor attendance and student behavior. Monthly report to reflect grade level attendance rates. Weekly counseling groups with targeted goals. Monthly monitoring of students at risk of retention through Case Manager Meetings.

**Personnel Summary:** Counselor .3 FTE - Title 1 100%

**Matl/Srv Summary:**

	Cost	Statutory Benefits	Health Benefits	Project Totals
<b>SSC Approve Date:</b> 01/31/2018	Certificated 31,561	6,221	6,220	44,002
<b>Subject:</b> Additional Interventions	Classified 0	0	0	0
	Mtls/Srvc 0			0
			<b>Total</b>	<b>44,002</b>



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Ln	Dates	Description	Data Measure(s)
3	08/14/2018 06/30/2019	Librarian To provide students in grades K-5 grade level access to informational text and literature during library time. Librarian will facilitate library book check outs for all students, use of resources, and access to various forms of research and media materials. The librarian will also supplement teacher lessons by providing additional lessons about informational or literary texts. The librarian will work 3 days per week (.60). .30 Paid for by Title 1 ( Herrera), .30 by district.	Elementary Reading - FRSA Elementary Reading - Benchmarks Core Curriculum

**Person(s) Responsible:** The Teacher Librarian will be responsible for her program under the supervision of the principal/assistant principal.

**Frequency:** Weekly

**SPSA/AM:** AM1 Add. Int.

**Identified Need:** Herrera students need access to informational text and literature.

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

**Monitoring:** The Principal and Assistant Principal will monitor the library program.

**Personnel Summary:** Librarian .3 FTE - Title 1 100%

**Matl/Srv Summary:**

	Cost	Statutory Benefits	Health Benefits	Project Totals
<b>SSC Approve Date:</b> 01/31/2018	<b>Certificated</b> 29,270	5,769	6,220	41,259
<b>Subject:</b> Reading	<b>Classified</b> 0	0	0	0
	<b>Mtls/Srvc</b> 0			0
			<b>Total</b>	<b>41,259</b>



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Ln	Dates	Description	Data Measure(s)
4	08/14/2018 06/30/2019	Senior Health Assistant Senior Health Assistant (District will fund 1 day = .095 FTE and Herrera will fund 3 days = .285 FTE. (Each day of service = 3.8 hours per day). Administer first aid to ill or injured students. In addition, Nursing Services determined that Herrera will need a Senior Health Assistant instead of a regular Health Assistant to support the high diabetic student population at Herrera. Increase student engagement by reducing chronic absenteeism and increasing students' connection to school by ensuring students and parents have access to on site resources. Provide referrals to other health care providers as needed. Prepare and maintain a variety of records, files, and reports. Assist in the facilitation and preparation of health screenings and immunization programs. Assist in the SST and IEP process to provide personell and parents with additional health resources.	Attendance/Chronic Absenteeism Rate SEL Survey

**Person(s) Responsible:** The Health Assistant is responsible for her duties and the administration is responsible for monitoring the program.

**Frequency:** Weekly

**SPSA/AM:** AM1 Add. Int.

**Identified Need:** Low attendance rates of at risk students due to poor health choices, chronic illness, lack of health care resources.

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

**Monitoring:** Principal will receive Synergy Health Log reports from Health Assistant with regard to student health concerns and care provided to families and reports on weekly schedule.

**Personnel Summary:** Senior Health Assistant .29 FTE - Title 1 100%

**Matl/Srvc Summary:**

	Cost	Statutory Benefits	Health Benefits	Project Totals
<b>SSC Approve Date:</b> 01/31/2018				
<b>Subject:</b> Additional Interventions				
	Certificated	0	0	0
	Classified	13,192	1,738	14,930
	Mtls/Srvc	0		0
			<b>Total</b>	<b>14,930</b>



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Ln	Dates	Description	Data Measure(s)
5	08/14/2018 06/30/2019	The School Nurse will support the needs of the Herrera students three days a week by providing health interventions to improve student attendance. The nurse and health assistant will assess the needs of the students and coordinate with students, teachers, families, and other health care providers so that students' health needs are met. The nurse will also participate in SST process to determine if students have health conditions that are impeding their academic progress in school.	Attendance/Chronic Absenteeism Rate SEL Survey

**Person(s) Responsible:** Nurse  
Health Assistant

**Frequency:** Daily

**SPSA/AM:** AM1 Add. Int.

**Identified Need:** Students who have chronic or excessive absences due to illnesses, asthma, dental problems, vision problems or lack of care.

**Target Group:** All Students, Other Targeted Students, Targeted Parents

**Monitoring:** Attendance data for students who have chronic absenteeism, attendance improvement plans, or SST Intervention Plans.

**Personnel Summary:** Nurse Inspector .3 FTE - Title 1 100%

**Matl/Srv Summary:**

	Cost	Statutory Benefits	Health Benefits	Project Totals
<b>SSC Approve Date:</b> 01/31/2018	<b>Certificated</b> 26,364	5,196	6,220	37,780
	<b>Classified</b> 0	0	0	0
<b>Subject:</b> Additional Interventions	<b>Mtls/Srvc</b> 0			0
			<b>Total</b>	<b>37,780</b>





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Ln	Dates	Description	Data Measure(s)
6	08/14/2018 06/30/2019	TOSA (.60) To reduce the learning gap for Grades 3-5 students who are below grade level on the Benchmarks and District Unit assessments and SBAC data. To provide students in grades 3-5 grade level access to informational text and literature during direct instruction, close reads. Provide students who need support in mastering the foundational skills for reading. The TOSA will also provide additional interventions in the area of literacy to students in targeted subgroups.	SBAC ELA Elementary Reading - Benchmarks Core Curriculum

**Person(s) Responsible:** The TOSA will be responsible for developing the intervention program in collaboration with the principal.

**Frequency:** Daily

**SPSA/AM:** AM1 Add. Int.

**Identified Need:** 2017 SBAC data for all grades reflects that only 34% of students met/exceeded the targets. Benchmark data for End of Year target data reflects that 45% of Gr. 3-5 students are below grade level.

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

**Monitoring:** Benchmark and Retention Data for students who are not making adequate progress towards proficiency on the on Benchmarks. District ELA Assessments and TOSA Class Assessments.

**Personnel Summary:** Teacher on Special Assignment (TOSA) .6 FTE - Title 1 100%

**Matl/Srvc Summary:**

	Cost	Statutory Benefits	Health Benefits	Project Totals
<b>SSC Approve Date:</b> 02/14/2018	<b>Certificated</b> 61,659	12,153	12,440	86,252
<b>Subject:</b> Additional Interventions	<b>Classified</b> 0	0	0	0
	<b>Mtls/Srvc</b> 0			0
			<b>Total</b>	<b>86,252</b>



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Ln	Dates	Description	Data Measure(s)
7	08/14/2018 06/30/2019	College Tech Aide- Perform routine upkeep of computer systems. Train staff in the use of personal computers, chromebooks, iPads and software. Provide technical assistance to technology support staff and users. Perform routine maintenance of computer systems and computer labs. Perform related duties as assigned for technology. Emphasis is on supporting struggling learners and helping teachers who are striving to provide supplemental services. One hourly position (17.5 hours per week x 4 = 70 hrs. per month x 9 months = 630 hours annually.)	SBAC ELA SBAC Math Core Curriculum

**Person(s) Responsible:** The College Tech Aide is responsible for duties assigned

**Frequency:** Daily

**SPSA/AM:** AM1 Add. Int.

**Identified Need:** Technology classroom integration requires technology literacy and working computers.

**Target Group:** All Staff

**Monitoring:** SBAC results for 2018 and 19 will be used as a measure for growth. ST Math Data and Lexia Data to monitor usage of these programs. Technology Log to document classroom or lab concerns regarding computers in the classrooms or in the technology labs.

**Personnel Summary:** Technology College Student Aide ( 1 ) for 630 hours annually - LCFF 100%

**Matl/Srvc Summary:**

	Cost	Statutory Benefits	Health Benefits	Project Totals
<b>SSC Approve Date:</b> 04/18/2018				
<b>Subject:</b> Additional Interventions				
	<b>Certificated</b>	0	0	0
	<b>Classified</b>	12,014	442	12,456
	<b>Mtls/Srvc</b>	0		0
			<b>Total</b>	<b>12,456</b>



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Ln	Dates	Description	Data Measure(s)
8	08/14/2018 06/30/2019	Conduct Trimester SST meetings (2 that are held each semester) with each teacher individually along with the principal and/or assistant principal, counselor, RSP teacher, and TOSA Intervention Teacher (as appropriate). Teachers will provide current data and discuss possible additional interventions for at risk students (E.g. counseling, behavior support, academic progress/need and health related concerns). For example, if a student needs counseling, we can refer the child to the Guidance Center. If the teacher notices the student may need glasses, we can refer the child to the nurse. If the student is in need of uniform assistance, we can refer the child to Assistance League. If there are academic concerns for Gr. 3-5, we can refer the child to our site intervention teacher. This SST Team can utilize the expertise within the group to determine differentiated interventions based on the needs each child. (3x per year).	SBAC ELA SBAC Math Attendance/Chronic Absenteeism Rate SEL Survey Core Curriculum

**Person(s) Responsible:** Principal, Assistant Principal, Counselor

**Frequency:** Semester

**SPSA/AM:** AM1 Add. Int.

**Identified Need:** Identified At-Risk Students

**Target Group:** Identified At-Risk Students

**Monitoring:** The principal, assistant principal, and counselor, in collaboration with teachers, will monitor this SST process using student data and the site monitoring tool and notebook.

**Personnel Summary:** Substitute teacher full day ( 1 ) for 8 days - LCFF 50%; Title 1 50%

**Matl/Srvc Summary:**

	Cost	Statutory Benefits	Health Benefits	Project Totals
<b>SSC Approve Date:</b> 04/18/2018	<b>Certificated</b> 1,304	257	0	1,561
<b>Subject:</b> Additional Interventions	<b>Classified</b> 0	0	0	0
	<b>MtIs/Srvc</b> 0			0
			<b>Total</b>	<b>1,561</b>



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Ln	Dates	Description	Data Measure(s)
9	08/14/2018 06/30/2019	In support of students' inquiry and investigation projects related to the CCSS Units of study, students will be provided with the opportunity to participate in hands on curricular field trips and/or schoolwide assemblies. These opportunities will extend and enhance students' overall understanding of unit themes and provide them with enriched and firsthand learning experiences outside their everyday school activities.	Core Curriculum

**Person(s) Responsible:** Herrera teachers in collaboration with the principal

**Frequency:** Trimester

**SPSA/AM:** AM1 Add. Int.

**Identified Need:** In order to develop a deeper understanding of CCSS, Title 1 students will be afforded opportunities and access to curricular experiences within the CCSS unit they are studying. These experiences also lead to potential career and college goals.

**Target Group:** Identified At-Risk Students, Low SES, All Students

**Monitoring:** K-5 Teachers will monitor and hold students accountable for inquiry and research. Classroom teacher to accompany students.

**Personnel Summary:**

**Matl/Srvc Summary:** Services - Title 1 100%

	Cost	Statutory Benefits	Health Benefits	Project Totals
<b>SSC Approve Date:</b> 04/18/2018	Certificated 0	0	0	0
	Classified 0	0	0	0
<b>Subject:</b> Additional Interventions	Mtls/Srvc 5,000			5,000
			<b>Total</b>	<b>5,000</b>



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Ln	Dates	Description	Data Measure(s)
10	08/14/2018 06/30/2019	<p>Students will receive supplement instruction to the Core Program after school twice a week for 6 weeks. There will be 2 sessions of tutoring targeting students who are at Nearly Met levels on SBAC or FRSA. 12 - 15 students per each class.</p> <p>Provide 1 hour of after school tutoring for 2 days a week for 6 weeks and 30 min. of planning time for teachers.</p> <p>SESSION 1 - Gr. K-1 10/8/18-11/16/18, Gr. 2-5 1/23/18 - 2/28/18 (12 Teachers) SESSION 2 - 3/6- 4/18/18. (11 Teachers) Total teachers for after school tutoring = 23. Sessions will focus on Reading ComprehensionTargets - 2- Theme, 1 - Key Details to support inference or conclusion. 4 Reasoning, Evidence, Drawing Conclusions about a text, Main Idea - Using Text Evidence to explain. FRRSA-Gr. K-1. Math-Mathematical Principles- 2- Represent, 4 - Model, 3- Explain. Estimated cost 2.5hr. x 6wk=15hr. x 58.24 per hr. = 873.60 per teacher x 23 teachers for 2 sessions = \$20,000 plus benefits.</p>	<p>SBAC ELA SBAC Math</p>

**Person(s) Responsible:** Selected Teachers in collaboration with the Principal and Assistant Principal.

**Frequency:** Biweekly

**SPSA/AM:** AM1 Add. Int.

**Identified Need:** K- 5 Students working at the Nearly Met Level for ELA or Math will be tutored after school. Students in K-1 will be tutored in foundational reading skills for blending, segmenting, phonics, and word recognition.

**Target Group:** African-American, English Learners, Other Targeted Students

**Monitoring:** Gr. 2-5 will be monitored by using a selected End of Unit Performance Task and/or Math Assessment. Gr. K-1 will be monitored by the performance on the FRSA.

**Personnel Summary:** Teacher Hourly P Schedule ( 23 ) for 15 hours annually - EL Support 70%; LCFF 30%

**Matl/Srvc Summary:**

	Cost	Statutory Benefits	Health Benefits	Project Totals
<b>SSC Approve Date:</b> 04/18/2018				
<b>Subject:</b> Additional Interventions				
	<b>Certificated</b>	20,169	3,975	0
	<b>Classified</b>	0	0	0
	<b>Mtls/Srvc</b>	0		0



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<b>Ln</b>	<b>Dates</b>	<b>Description</b>	<b>Data Measure(s)</b>
			<b>Total</b>
			<b>24,144</b>



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Ln	Dates	Description	Data Measure(s)
11	08/14/2018 06/30/2019	4 classes of Grades 3, 4, and 5 Students will receive supplemental instruction to the Core Curriculum for 5 3-hour sessions of Saturday School. Three teachers will provide 5 3-hour sessions of supplemental instruction and be allotted .75 hr. for planning. Curriculum will include Rdg. Comp. and Writing focusing on ELA targets: 2-Central Idea, 1 - Key Details, 4 - Reasoning and Evidence to infer or draw conclusions about a text. Flocabulary to engage students in learning tier 2 and tier 3 via music videos and instructional activities. Online Typing Skills Practice to provide increased exposure/practice to assist students in writing their responses in online format.	SBAC ELA SEL Survey Core Curriculum

**Person(s) Responsible:** 4 teachers in collaboration with the principal and counselor.

**Frequency:** Weekly

**SPSA/AM:** AM1 Add. Int.

**Identified Need:** Students who are at the low level of the met levels on SBAC who are struggling with citing evidence to demonstrate reading comprehension and not applying key academic vocabulary in their written responses.

**Target Group:** African-American, English Learners, Other Targeted Students

**Monitoring:** End of Unit Performance Task

**Personnel Summary:** Teacher Hourly P Schedule ( 4 ) for 18.75 hours annually - EL Support 70%; LCFF 30%

**Matl/Srv Summary:**

	Cost	Statutory Benefits	Health Benefits	Project Totals
<b>SSC Approve Date:</b> 04/18/2018	Certificated 4,385	864	0	5,249
	Classified 0	0	0	0
<b>Subject:</b> Additional Interventions	MtIs/Srvc 0			0
			<b>Total</b>	<b>5,249</b>



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Ln	Dates	Description	Data Measure(s)
12	08/14/2018 06/30/2019	2 Recreation Aides will each provide 5 hours of release time per week for grades 1-5 so that teachers can provide strategic interventions for students. 5 hours per week x 4 weeks = 20 hours per month x 9 months = 180 hours x 2 aides = 360 hours.	SBAC ELA Attendance/Chronic Absenteeism Rate SEL Survey

**Person(s) Responsible:** Recreation Aides in collaboration with the principal and assistant principal.

**Frequency:** Daily

**SPSA/AM:** AM1 Add. Int.

**Identified Need:** Teachers need additional time to provide strategic/small group instruction for students who are at the nearly met levels in reading comprehension and/or who need support in accessing complex text.

**Target Group:** African-American, English Learners, Other Targeted Students

**Monitoring:** End of Unit ELA Assessments, ELA Performance Tasks for Progress Monitoring, and FRSA Data.

**Personnel Summary:** Recreation Aide ( 2 ) for 360 hours annually - LCFF 100%

**Matl/Srvc Summary:**

	Cost	Statutory Benefits	Health Benefits	Project Totals
<b>SSC Approve Date:</b> 04/18/2018				
<b>Subject:</b> Additional Interventions				
	<b>Certificated</b>	0	0	0
	<b>Classified</b>	11,405	420	11,825
	<b>Mtls/Srvc</b>	0		0
			<b>Total</b>	<b>11,825</b>





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Ln	Dates	Description	Data Measure(s)
13	08/14/2018 06/30/2019	Two Recreation Aides to provide increased supervision, to promote safe and civil interactions between students, and reduce incidents of bullying on the playground. The cost per Rec. Aide is \$15.36 per hour. Each aide works 3.75 hours per day x 180 days per year = 675 hours.	Suspension/Expulsion Rate Culture-Climate Survey (Student-Staff) SEL Survey

**Person(s) Responsible:** Principal and Assistant Principal

**Frequency:** Daily

**SPSA/AM:** AM1 Add. Int.

**Identified Need:** Based on playground referrals, lunch detentions, and observational data about school/playground areas needing extra supervision.

**Target Group:** All Parents, All Students

**Monitoring:** Data collected from weekly playground referrals, detentions, Common Area Observation form, and visitor sign in notebook

**Personnel Summary:** Recreation Aide ( 2 ) for 675 hours annually - LCFF 100%

**Matl/Srvc Summary:**

	Cost	Statutory Benefits	Health Benefits	Project Totals
<b>SSC Approve Date:</b> 04/18/2018				
<b>Subject:</b> Additional Interventions				
	<b>Certificated</b>	0	0	0
	<b>Classified</b>	21,384	787	22,171
	<b>Mtls/Srvc</b>	0		0
			<b>Total</b>	<b>22,171</b>



**Continuous Improvement Expenditure Plan  
 2018-2019  
 INTERVENTION PLAN**

**School:** Nieto Herrera

**Principal(s):** Christi A. Granado

**Submit Date:** October 3, 2018

**Status:** Approved

**Intervention Project Timeline**

Ln	Dates	Description	Data Measure(s)
14	08/14/2018 06/30/2019	One administrator to coordinate and oversee the Saturday School Intervention Program serving 3.5 hours x 5 days = 17.5 hours. The dates are to be determined.	SBAC ELA SBAC Math Elementary Reading - Benchmarks SEL Survey

**Person(s) Responsible:** Principal, Assistant Principal, or Counselor

**Frequency:** Weekly

**SPSA/AM:** AM1 Add. Int.

**Identified Need:** To provide support with supervision, coordination of the program, ensure safety and security of students and staff, and monitor attendance of enrolled students.

**Target Group:** African-American, Asian, English Learners

**Monitoring:** Attendance documents for the program.  
Class visits to oversee curriculum implementation.

**Personnel Summary:** Manager Additional Assignment ( 1 ) for 17.5 hours annually - LCFF 100%

**Matl/Srv Summary:**

	Cost	Statutory Benefits	Health Benefits	Project Totals
<b>SSC Approve Date:</b> 04/18/2018	<b>Certificated</b> 1,471	290	0	1,761
<b>Subject:</b> Additional Interventions	<b>Classified</b> 0	0	0	0
	<b>Mtls/Srvc</b> 0			0
			<b>Total</b>	<b>1,761</b>



**Continuous Improvement Expenditure Plan  
 2018-2019  
 INTERVENTION PLAN**

**School:** Nieto Herrera

**Principal(s):** Christi A. Granado

**Submit Date:** October 3, 2018

**Status:** Approved

**Intervention Project Timeline**

Ln	Dates	Description	Data Measure(s)
15	08/29/2018 06/13/2019	Recreation aides will support student safety and civility and support student behaviors in the school learning environment through supervision of the common areas.	Culture-Climate Survey (Student-Staff) Culture-Climate Survey (Parent)

**Person(s) Responsible:** Principal

**Frequency:** Daily

**SPSA/AM:** AM1 Add. Int.

**Identified Need:** CORE Survey data

**Target Group:** All Students

**Monitoring:** CORE Survey results

**Personnel Summary:** Recreation Aide ( 8 ) for 465 hours annually - LCFF 100%

**Matl/Srvc Summary:**

	Cost	Statutory Benefits	Health Benefits	Project Totals
<b>SSC Approve Date:</b> 10/03/2018				
<b>Subject:</b> Additional Interventions				
	<b>Certificated</b>	0	0	0
	<b>Classified</b>	58,925	2,168	61,093
	<b>Mtls/Srvc</b>	0		0
			<b>Total</b>	<b>61,093</b>