



**Continuous Improvement Expenditure Plan
2019-2020
INTERVENTION PLAN**

School: Nieto Herrera

Principal(s): Claire M. Fieri

Submit Date: December 17, 2019

Status: Approved

Intervention Focus:

The focus for school wide interventions for the 2019-20 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 office referral data, 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 .3% and decrease chronic absences by 2%.

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.

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 3% 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 schoolwide lesson resources and the bulletin.

These practices will reflect a decrease in school wide Office Referrals by 5% and an increase for positive student behavior.

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

Based SBAC data, CIV data and school created surveys regarding teaching and learning, 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 English Language Arts and Math on daily/weekly formative assessments, unit tests, and SBAC data for Gr. 3-5.



Long Beach Unified School District
1515 Hughes Way, Long Beach, CA 90810

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Teachers will use higher depth of knowledge questions to move students to deeper levels of reading comprehension.
Teachers will use writing as a strategy to measure students' reading comprehension or to teach skills about responding to texts.
All teachers will use academic vocabulary instructional practices to increase students' use and ownership of key academic vocabulary terms.

Intervention Project Timeline

Ln	Dates	Description	Data Measure(s)
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Ln	Dates	Description	Data Measure(s)
1	08/14/2019 06/30/2020	<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>Attendance/Chronic Absenteeism Rate</p> <p>Suspension/Expulsion Rate</p> <p>Culture-Climate Survey (Student-Staff)</p> <p>Culture-Climate Survey (Parent)</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 29% 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.



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

Monitoring: 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%.

Personnel Summary: Asst. Principal Elementary .6 FTE - Title 1 100%

Matl/Srvc Summary:

	Cost	Statutory Benefits	Health Benefits	Project Totals
SSC Approve Date: 03/11/2019	Certificated 72,037	15,531	13,103	100,671
	Classified 0	0	0	0
Subject: Additional Interventions	Mtls/Srvc 0			0
			Total	100,671



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Ln	Dates	Description	Data Measure(s)
2	08/14/2019 06/30/2020	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.	Attendance/Chronic Absenteeism Rate Culture-Climate Survey (Student-Staff) Culture-Climate Survey (Parent) Core Curriculum

Site funds support .30 FTE. District funds support .30 FTE. Total FTE is 60.

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. 2018 SBAC ELA overall data reflects, 57% of Herrera students are working below grade level. In 17-18, 10% (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/Srvc Summary:

	Cost	Statutory Benefits	Health Benefits	Project Totals
SSC Approve Date: 03/11/2019	Certificated 31,179	6,722	6,551	44,452
Subject: Additional Interventions	Classified 0	0	0	0
	Mtls/Srvc 0			0
			Total	44,452



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Ln	Dates	Description	Data Measure(s)
3	08/14/2019 06/30/2020	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/Srvc Summary:

	Cost	Statutory Benefits	Health Benefits	Project Totals
SSC Approve Date: 03/11/2019	Certificated 30,038	6,476	6,551	43,065
	Classified 0	0	0	0
Subject: Reading	Mtls/Srvc 0			0
			Total	43,065



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4	08/14/2019 06/30/2020	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. 2017-18 chronic absenteeism rate was 10% (94) students. 2017-18 Attendance Rate was 95.5%.

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/Srvc Summary:

	Cost	Statutory Benefits	Health Benefits	Project Totals
SSC Approve Date: 03/11/2019	Certificated 26,124	5,632	6,551	38,307
Subject: Additional Interventions	Classified 0	0	0	0
	Mtls/Srvc 0			0
			Total	38,307



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Ln	Dates	Description	Data Measure(s)
5	08/14/2019 06/30/2020	TOSA (.40) To reduce the learning gap for Grades 4-5 students w ho are below grade level on the Benchmarks and District Unit assessments and SBAC data. To provide students in grades 4-5 grade level access to informational text and literature during direct instruction, close reads. Provide students w ho need support in mastering the foundational skills for reading. The TOSA w ill 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 w ill be responsible for developing the intervention program in collaboration w ith the principal.

Frequency: Daily

SPSA/AM: AM1 Add. Int.

Identified Need: 2018 SBAC data for all grades reflects that only 43% of students met/exceeded the targets. Benchmark data for End of Year target data reflects that 27% of Gr. 4-5 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 w ho are not making adequate progress tow ards proficiency on the on Benchmarks. District ELA Assessments and TOSA Class Assessments.

Personnel Summary: Teacher on Special Assignment (TOSA) .4 FTE - EL Support 20%; Title 1 80%

Matl/Srvc Summary:

	Cost	Statutory Benefits	Health Benefits	Project Totals
SSC Approve Date: 03/11/2019	Certificated 41,628	8,975	8,735	59,338
Subject: Additional Interventions	Classified 0	0	0	0
	Mtls/Srvc 0			0
			Total	59,338



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Ln	Dates	Description	Data Measure(s)
6	08/14/2019 06/30/2020	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: All Students, English Learners, Identified At-Risk Students, Low SES, African-American

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 .095 FTE - LCFF 100%

Matl/Srvc Summary:

	Cost	Statutory Benefits	Health Benefits	Project Totals
SSC Approve Date: 03/11/2019	Certificated 0	0	0	0
Subject: Additional Interventions	Classified 4,614	170	0	4,784
	Mtls/Srvc 0			0
			Total	4,784



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Ln	Dates	Description	Data Measure(s)
7	08/14/2019 06/30/2020	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. 4-5, we can refer the child to our site TOSAs. This SST Team can utilize the expertise within the group to determine differentiated interventions based on the needs each child. (2x per year).	Elementary Reading - FRSA Elementary Reading - Benchmarks Attendance/Chronic Absenteeism Rate 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 the new Dashboard data, site student data and the site monitoring tool and notebook.

Personnel Summary: Substitute teacher full day (1) for 2 days - LCFF 100%

Matl/Srvc Summary:

	Cost	Statutory Benefits	Health Benefits	Project Totals
SSC Approve Date: 04/08/2019	Certificated 342	75	0	417
	Classified 0	0	0	0
Subject: Additional Interventions	Mtls/Srvc 0			0
			Total	417



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Ln	Dates	Description	Data Measure(s)
8	08/14/2019 06/30/2020	Students will receive supplement instruction to the Core Program after school twice a week for 4 weeks. There will be sessions of tutoring targeting K students who are at the not-met levels on FRSA for Print Concepts and Elementary Math - Math Facts Gr. 3-5 students who are at the not met levels for math facts. 15-18 students per each class. Two teachers provide 1 hour of after school tutoring for 2 days a week for 4 weeks and 30 min. of planning time for teachers. One teacher for Gr. K and one teacher for Intermediate Grades 3, 4, 5. Dates: Oct. 1 - Oct. 23, 2019	Elementary Reading - FRSA

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: English Learners, Identified At-Risk 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 (2) for 10 hours annually - EL Support 100%

Matl/Srvc Summary:

	Cost	Statutory Benefits	Health Benefits	Project Totals
SSC Approve Date: SSC Approval not needed with funding used	Certificated 1,228	270	0	1,498
	Classified 0	0	0	0
Subject: Additional Interventions	Mtls/Srvc 0			0
			Total	1,498



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Ln	Dates	Description	Data Measure(s)
9	08/14/2019 06/30/2020	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.	Culture-Climate Survey (Student-Staff) Culture-Climate Survey (Parent)

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: Hourly - Recreation Aide (2) for 675 hours annually - LCFF 100%

Matl/Srvc Summary:

	Cost	Statutory Benefits	Health Benefits	Project Totals
Certificated	0	0	0	0
Classified	21,384	855	0	22,239
MtIs/Srvc	0			0
			Total	22,239

SSC Approve Date: 04/08/2019

Subject: Additional Interventions



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Ln	Dates	Description	Data Measure(s)
10	08/14/2019 06/30/2020	Students will receive supplement instruction to the Core Program after school twice a week for 8 weeks. There will be 2 sessions of tutoring targeting students who are at Not or Nearly Met levels on SBAC or FRSA. Provide 1 hour of after school tutoring for 2 days a week for 6 weeks and 30 min. of planning time for teachers. SESSION 1 - Gr. K-5 10/15/19 - 12/11/19 (6 Teachers) SESSION 2 - 2/24/19- 4/8/20. (6 Teachers) Total teachers for after school tutoring = 12. Sessions will focus on Reading Comprehension Targets - 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. FRSA-Gr. K-1. Math-Mathematical Principles- 2- Represent, 4 - Model, 3- Explain.	Elementary Reading - FRSA Elementary Reading - Benchmarks Elementary Math - Math Facts

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

Frequency: Weekly **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: English Learners, Identified At-Risk 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 (12) for 12 hours annually - Central 100%

Matl/Srvc Summary:

	Cost	Statutory Benefits	Health Benefits	Project Totals
SSC Approve Date: SSC Approval not needed with funding used	Certificated 8,839	1,945	0	10,784
	Classified 0	0	0	0
Subject: Additional Interventions	Mtls/Srvc 0			<u>0</u>



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Ln	Dates	Description	Data Measure(s)
			Total 10,784

11 10/21/2019 Classroom teachers in grades TK-grade 2 will identify students in need of Tier II interventions in the areas of reading, writing and math. Students not meeting grade level expectations in these areas will be provided support through re-teaching and one-on-one practice with foundational skills in reading and/or math standards. College Aides will provide support to identified students and will be supervised by classroom teachers to provide effective intervention activities in the classroom.

Elementary Reading - FRSA
 Elementary Math - Math Facts
 Core Curriculum

Person(s) Responsible: Principal
 Teachers in grades k-2

Frequency: Daily

SPSA/AM: AM1 Add. Int.

Identified Need: Students in TK, kindergarten, grade 1 and grade 2 need additional practice, reteaching, and feedback to master basic skills in reading, writing and math.

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

Monitoring: Principal will monitor progress towards grade level goals with quarterly reviews of FRSA Data and Math facts Data in grades TK-grade 2

Personnel Summary: College Student Aide (3) for 540 hours annually - Title 1 100%

Matl/Srvc Summary:

	Cost	Statutory Benefits	Health Benefits	Project Totals
SSC Approve Date: 10/15/2019				
Subject: Additional Interventions				
	0	0	0	0
	26,924	1,077	0	28,001
	0			0
			Total	28,001