



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

**School:** Chavez

**Principal(s):** Hugo L. Figueroa

**Submit Date:** October 28, 2018

**Status:** Approved

**Intervention Focus:**

The focus of interventions at Chavez is to provide students who are not meeting expectations in the identified areas (reading, writing, math, attendance, and behavior) with the support necessary to make progress toward the academic and behavioral expectations of the district and site. Based on 2017/18 SBAC scores, our two largest subgroups (Hispanic and African American) showed increases. Moreover, all subgroups had gains on SBAC scores. Our ELL subgroup was identified as our lowest performing subgroup since 2015/16. This data, along with 2017/18 SBAC data, will continue to help us identify target subgroups and intervention areas for the upcoming school year. In the area of reading, we will focus on students who are not meeting grade level standards as measured by FRSA, BMBA, SBAC and Common Core Standards Based Unit Assessments. In the area of math, we will focus on Math Facts, Common Core Standards Based Unit Assessments and SBAC scores. In the area of writing, we will work with students who need additional support on Unit Essential Questions and Unit Performance Tasks (additional support for writing may be required by ELLs in the form of ELD instruction to support writing instruction). In the area of attendance, we will focus on the students who have excessive absences (more than 5 in a year). In the area of behavior, we will focus on reducing the number of suspensions and office referrals. Parents and teachers have expressed a need (via survey) for enrichment opportunities to be provided for students performing at or above grade level. Enrichment opportunities will be provided after school (Priority areas 6 and 8 from Local Control and Accountability Plan Goals).

**Expected Outcome:**

- By June, 2019, 55% of grade 3-5 students will meet or exceed the standards on the ELA SBAC test.
- By June, 2019, 53% of grade 3-5 students will meet or exceed the standards on the math SBAC test.
- By June, 2019, ELL sub-group students meeting the ELA and Math SBAC proficiency target will increase by 5%.
- By June, 2019, 56% of grade K-5 students will be proficient on the end of grade level fiction and non-fiction reading benchmarks.
- By June, 2019, we will have less than 5% of students identified as "retention" candidates based on LBUSD Promotion criteria.
- By June, 2019, we will meet our attendance goal of 96.2%
- By June, 2019, we will decrease our suspensions to less than 2.5% and office referrals by at least 2% when compared to 2017-18.
- Students will be exposed to a variety of fields of study in order to increase awareness about real world expectations and jobs available after high school and college.

**Intervention Project Timeline**

Ln	Dates	Description	Data Measure(s)
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1	08/27/2018 06/17/2019	The Counselor will coordinate an effective SST process that addresses the social-emotional, academic, and behavioral needs of the students. The Counselor will work directly with our lowest performing subgroup (ELL for the 2016/17 school year based on SBAC results that showed 15% increase in math and a 3% increase in ELA). All sub-groups had gains on SBAC last school year. The counselor will be responsible, but not limited to the following academic interventions: monitor academic performance in math and ELA and ensure students have access to appropriate interventions based on their individual academic needs, and assisting with math facts interventions by providing small group instruction. The Counselor works with teachers and Principal to prepare and deliver parent workshops to provide parents with resources to help their students academically. In addition to academic interventions the counselor will provide support with behaviors and attendance for all subgroups. Based on CORE Survey results, the Counselor will continue to deliver small group lessons that focus on Growth Mindset and Safety (score on Safety CORE Survey was 69%). The Counselor will serve as a liaison to SBMH provider and will provide small group direct instruction to students. Counselor will also be responsible for monitoring school data (behavior and academic) to provide support for student intervention groups inside and outside the classroom. Furthermore, counselor will assist in analysis of learning problems for at-risk students and will help the teacher, child, and parent develop a course of action. Counselor will provide individual or group counseling sessions for targeted students related to problems interfering with academic, behavioral or social/emotional growth.	SBAC ELA Elementary Reading - Benchmarks Attendance/Chronic Absenteeism Rate Suspension/Expulsion Rate Culture-Climate Survey (Student-Staff)

**Person(s) Responsible:** .60 FTE Counselor

**Frequency:** Daily

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

**Identified Need:** Our lowest performing subgroup continuous to be our ELLs (with an increase of 3% in ELA and 15% in math on SBAC). Monitoring academic progress of ELLs and all subgroup students and providing appropriate, targeted, academic interventions will be a focus.

**Target Group:** African-American, Hispanic, Low SES, English Learners

**Monitoring:** Provide a report to teachers every trimester that will include: progress of students in groups, action steps in SST process, and SBMH update.

**Personnel Summary:** Counselor .6 FTE - Title 1 100%

**Matl/Srvc Summary:**



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Ln	Dates	Description	Data Measure(s)				
			Cost	Statutory Benefits	Health Benefits	Project Totals	
		<b>SSC Approve Date:</b> 12/21/2017					
		<b>Subject:</b> Additional Interventions					
			Certificated	63,122	12,442	12,440	88,004
			Classified	0	0	0	0
			Mtls/Srvc	0			0
					<b>Total</b>		<b>88,004</b>



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Ln	Dates	Description	Data Measure(s)
2	08/27/2018 06/17/2019	School Community Worker (.80 FTE) The SCW will work with the students and their families who are identified as "Habitual Truant" or have chronic absenteeism/tardies through consistent follow-up (ex. phone calls, letters, home visits, and referrals to outside agencies). 70% of our students are Spanish speaking and ELLs were our lowest performing subgroup (with an increase of 3% ELA and 15% Math on SBAC). The SCW will translate for academic intervention parent workshops, and make phone calls regarding academic progress, attendance and behaviors as needed. The SCW also translates for parent conferences and IEPs to help explain academic progress and interventions to parents. She will also coordinate our uniform assistance program. Furthermore, School community worker will be responsible to gather and organize compliance documentation from ELA and SSC and required parent workshops. She will communicate all required compliance documentation to parents as needed.	SBAC Math Elementary Reading - Benchmarks EL Reclassification Attendance/Chronic Absenteeism Rate Culture-Climate Survey (Parent)

**Person(s) Responsible:** Community worker

**Frequency:** Daily

**SPSA/AM:** AM2

**Identified Need:** As of January, 2017, 13% of our students have an attendance rate of less than 90%. Furthermore, Chavez is in need of increasing parental involvement in and out of the classrooms throughout the school year. SCW focus will be on increasing ELL parent support and academic scores.

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

**Monitoring:** Monthly Attendance Reports  
 ST Math Reporting to Parents  
 Benchmark, Unit Math Exams, Reporting to Parents  
 "Contact Logs"  
 Parent participation in school committee, VIPS, and Workshops

**Personnel Summary:** School Community Worker .8 FTE - Title 1 100%

**Matl/Svc Summary:**

	Cost	Statutory Benefits	Health Benefits	Project Totals
<b>SSC Approve Date:</b> 12/21/2017				
<b>Certificated</b>	0	0	0	0
<b>Classified</b>	33,436	9,272	16,587	59,295



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

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<b>Ln</b>	<b>Dates</b>	<b>Description</b>	<b>Data Measure(s)</b>	
			<b>Mths/Srvc</b>	<b>0</b>
			<b>Total</b>	<b>59,295</b>

**Subject:** Additional Interventions



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Ln	Dates	Description	Data Measure(s)
3	08/27/2018 06/17/2019	Teacher Librarian (.2 FTE) Provide supplemental instruction to students in grades K -2. Supplement most at-risk ELA students' access to literature and informational text, provide readers' advisory, and database and technology instruction to support content area standards <ul style="list-style-type: none"> <li>• Supplement primary students' literary knowledge development and comprehension skills through narrative presentation, identifying genres, connecting themes, identifying story elements and modeling fluency.</li> <li>• Collaborate with teachers in selection of classroom libraries to align with content standards</li> <li>• Supplement ELA instruction by providing mini-lessons that are aligned to Common Core standards</li> <li>• Augments the ELA and other content area instructional programs by providing supplemental instruction in close read and text dependent questions.</li> </ul>	Elementary Reading - FRSA Elementary Reading - Benchmarks

**Person(s) Responsible:** .2 Teacher Librarian

**Frequency:** Biweekly

**SPSA/AM:** AM1 Rdg

**Identified Need:** School data shows that students in TK - 2nd need supplemental instruction to meet the CCSS for Reading. They need greater access to Literature and Informational Text, along with additional mini-lessons to supplement Comon Core instruction.

**Target Group:** All Students

**Monitoring:** BMBA  
 Teacher observation and teacher-created materials  
 Monthly report to principal to include number and genre of books ordered and used by students.

**Personnel Summary:** Librarian .2 FTE - Title 1 100%

**Matl/Srvc Summary:**

	Cost	Statutory Benefits	Health Benefits	Project Totals
<b>Certificated</b>	19,513	3,846	4,147	27,506



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<b>Ln</b>	<b>Dates</b>	<b>Description</b>	<b>Data Measure(s)</b>				
			<b>Classified</b>	0	0	0	0
			<b>Mtls/Srvc</b>	0			0
						<b>Total</b>	<b>27,506</b>

**SSC Approve Date:** 12/21/2017

**Subject:** Reading



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Ln	Dates	Description	Data Measure(s)
4	08/27/2018 06/17/2019	.60 FTE Instructional Aide - Computer Resources The Computer Lab Aide co-teaches with teachers in the lab, teaching research and inquiry skills, teaching SBAC skills, monitoring ST Math progress and providing support to teachers with the implementation of ST Math. This allows teachers the ability to work with ELL and at-risk students in small groups during their computer lab time to provide interventions. The Computer Lab Aide also supports our SBAC testing process. She provides additional adult support in the computer lab to assist students and teachers with technology integration and the skills necessary for college and career readiness.	SBAC ELA SBAC Math Core Curriculum

5 days/week at 6 hours per day

**Person(s) Responsible:** .6 Instructional Aide - Computer Resources

**Frequency:** Daily

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

**Identified Need:** Focus on providing academic intervention for ELLs (lowest performing subgroup on SBAC) and other subgroups. Supporting site with implementation of ST Math and helping students learn basic technology skills needed for SBAC.

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

**Monitoring:** Principal and Teachers will monitor students' skills when using technology in the classroom and computer lab. Benchmarks, Math Facts, Math Unit Test Exams, ST progress will also be monitored, as well.

**Personnel Summary:** Instructional Assistant Computer Resource .6 FTE - LCFF 100%

**Matl/Srvc Summary:**

	Cost	Statutory Benefits	Health Benefits	Project Totals
<b>SSC Approve Date:</b> 12/21/2017	Certificated 0	0	0	0
<b>Subject:</b> Additional Interventions	Classified 26,628	7,384	12,440	46,452
	Mtls/Srvc 0			0
			<b>Total</b>	<b>46,452</b>





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Ln	Dates	Description	Data Measure(s)
5	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 ( 5 ) for 549 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>	43,481	1,600	45,081
	<b>Mtls/Srvc</b>	0		0
			<b>Total</b>	<b>45,081</b>



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6	08/30/2018 06/30/2019	Before or After School tutoring for EL students who are performing either below or at or above grade level in the content areas of ELA and Math (supplemental materials will be needed, as well). Enrichment will be provided through technology and project based learning. Students will have the opportunity to deepen their knowledge of Engineering, Art, Cooking, Journalism/Politics, ST Math, and/or Robotics. EL students will be encourage to take part in these after school programs.	Other College Readiness Measures Culture-Climate Survey (Student-Staff) Core Curriculum

**Person(s) Responsible:** 3 teachers will provide Enrichment two times a week for 6 weeks per 2 trimesters. Teachers will have 1 hour of planning time per week.

**Frequency:** Biweekly

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

**Identified Need:** Parents from ELAC, SSC, and staff members have given input for the need to provide our Gate/Accelerated and above average students the opportunity to take part in enrichment activities. This will also provide opportunities for students to think about college readiness as well.

**Target Group:** GATE/Excel, Other Targeted Students, English Learners

**Monitoring:** Teacher created tools and Student Survey

**Personnel Summary:** Teacher Hourly P Schedule ( 3 ) for 28 hours annually - EL Support 100%  
 Teacher Hourly Extra Comp ( 3 ) for 12 hours annually - LCFF 100%

**Matl/Srvc Summary:**

	Cost	Statutory Benefits	Health Benefits	Project Totals
<b>SSC Approve Date:</b> 10/25/2018	<b>Certificated</b> 7,237	1,426	0	8,663
	<b>Classified</b> 0	0	0	0
<b>Subject:</b> Additional Interventions	<b>Mtls/Srvc</b> 0			0
			<b>Total</b>	<b>8,663</b>



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7	08/30/2018 06/30/2019	Provide for one college aide, assigned to two grade levels to help provide individual and small group math and literacy support to EL students under the direct supervision on the classroom teacher.	SBAC ELA SBAC Math Core Curriculum

**Person(s) Responsible:** Classroom Teachers

**Frequency:** Daily

**SPSA/AM:** AM1 Rdg

**Identified Need:** The majority of our EL student population is classified as Intermediate on the CELDT test. Primary language support is need to help these student move to higher levels on the CELDT test

**Target Group:** English Learners

**Monitoring:** Formative and interim assessment data: benchmarks, CELDT, math facts, and FRSA

**Personnel Summary:** College Student Aide ( 1 ) for 600 hours annually - EL Support 100%

**Matl/Srvc Summary:**

	Cost	Statutory Benefits	Health Benefits	Project Totals
<b>SSC Approve Date:</b> SSC Approval not needed with funding used				
<b>Subject:</b> Reading				
	<b>Certificated</b>	0	0	0
	<b>Classified</b>	9,870	363	10,233
	<b>Mtls/Srvc</b>	0		0
			<b>Total</b>	<b>10,233</b>