



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

School: Oropeza

Principal(s): Mona L. Cook

Submit Date: October 5, 2018

Status: Approved

Intervention Focus:

The interventions provided in this plan are the embodiment of our efforts to provide our students with a leveled support system that will best meet their diverse needs and help them each reach their full potential in the areas of academics, behavior, social and emotional wellness. Supporting our most At-Risk students: English Language Learners, African American Students, RSP students, and male students, with timely and meaningful interventions in the areas of Reading, Writing, and Math proficiency. To enhance our students' abilities to cope with social and emotional pressures, develop healthy coping skills and strategies, and build our students' Growth Mindset. To provide an effective alternative to suspension for misbehavior. To provide supplemental, research based opportunities which will enhance and extend the core curriculum. To intervene with chronic absenteeism and tardiness which hinders our students' access to academic success.

Expected Outcome:

Increased academic success as measured on the SBAC by 5% in the areas of ELA and Mathematics. Close the achievement gap by 50% for our English Language Learners and our African American students. Close the achievement gap for our male students. Increase overall attendance to 96%. Decrease chronic absenteeism by 5%. Maintain our reduced suspension rate to less than .5%. Decrease the amount of missed educational opportunities by reducing office referrals. Increase overall Growth Mindset of students by at least 5% so that they have the personal fortitude to persevere through adversity. Increase student accessibility to research based materials which will accelerate their learning.

Intervention Project Timeline

Ln	Dates	Description	Data Measure(s)
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Ln	Dates	Description	Data Measure(s)
1	08/28/2018 06/28/2019	100% Intervention Teacher to accelerate the learning of our At-Risk: English Language Learners, African American students, and males in the areas of ELA and Mathematics through small group intensive instruction, one-on-one support as needed, and push-in as appropriate.	SBAC ELA SBAC Math Elementary Reading - Benchmarks

Person(s) Responsible: Certificated Teacher

Frequency: Daily

SPSA/AM: AM1 Rdg

Identified Need: Increase student achievement and close the achievement gap for our English Language Learners and our African American students. ELA SBAC: ELL 6.2%, AA 23.1%, Males 23.9%, Math SBAC: ELL 19.6%, AA 18.9%.

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

Monitoring: TOSA generated monitoring tools and data summaries will be shared bi-monthly with administrator and classroom teacher. ELL Reclassification. Attendance of identified students. Flexible groupings. ELA Synergy Assessments and Math Unit Assessments.

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

Matl/Srvc Summary:

	Cost	Statutory Benefits	Health Benefits	Project Totals
SSC Approve Date: 01/29/2018	Certificated 102,765	20,255	20,734	143,754
Subject: Reading	Classified 0	0	0	0
	Mtls/Srvc 0			0
			Total	143,754



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Ln	Dates	Description	Data Measure(s)
2	08/14/2018 06/21/2019	School Counselor - purchase an additional 30% (1.5 days) to enhance the district provided 50% (2.5 days). This will provide our school with four days per week of counselor time to be spread across five, partial days. The counselor will coordinate our Response to Intervention for our most At-Risk students including our ELL and African American Students. The counselor will provide close monitoring of our students' academic, social, emotional, behavior, and attendance data. Students not meeting the standards will be identified for early intervention including: in class differentiated instruction; extended school year through after school tutoring; School Base Mental Health Services; Student Success Team; small group counseling sessions addressing social, emotional needs. The counselor will monitor our data points including academic data in ELA and Mathematics; aide in creating warm and demanding relationships between our teachers, support staff, students, and family members; and help build stronger home/school connections that create a consistent supportive environment for our students. The counselor will continue building a school culture that keeps students in class and at school engaged in the learning process with creative alternatives to suspension when behavior errors allow for flexibility. And hold families accountable for attendance and tardies that lead to missed learning opportunities.	EL Reclassification Attendance/Chronic Absenteeism Rate Suspension/Expulsion Rate Culture-Climate Survey (Student-Staff) Other
Person(s) Responsible: School Counselor			
Frequency: Daily		SPSA/AM: AM1 Add. Int.	
Identified Need: Overall suspension rate has decreased from 3.5% to .5%. Need to continue this trend. ELLs continue to struggle on SBAC ELA (6%) SBAC Math (19.6%), A.A. SBAC ELA (23.1%), Math (18.9%). Student sense of Safety is 61%, Growth Mindset is 62%. ELLs who have reached fluency -SBAC ELA (53.2%), Math (45%)			
Target Group: Other Targeted Students, Identified At-Risk Students, Low SES, African-American, English Learners			
Monitoring: SST follow through and meeting logs SST forms for ELA/Math/Social Emotional needs Office Referrals and Suspension data School Climate Survey Results Teacher Survey Small Group Intervention SBMH Referrals EL Reclassification Attendance Rate			



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Ln	Dates	Description	Data Measure(s)			
Personnel Summary: Counselor .3 FTE - Title 1 100%						
Matl/Srvc Summary:						
			Cost	Statutory Benefits	Health Benefits	Project Totals
		Certificated	31,561	6,221	6,220	44,002
		Classified	0	0	0	0
		Mtls/Srvc	0			0
					Total	44,002

SSC Approve Date: 01/29/2018

Subject: Additional Interventions



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3	08/29/2018 06/13/2019	50% School Community Worker (SCW) - the SCW works with our students and families who are experiencing chronic absenteeism, truancy, and tardiness. Supporting our attendance concerns through daily monitoring of identified students resulting in phone calls, home visitation, documentation, and connecting families to additional resources. The SCW supports our Home/School connection through translating our communication, academic progress monitoring tools, and supporting our Intervention efforts by helping us explain and recruit students into the program and follow up with invitations. The SCW is our family connection point for our VIPS Program, English Language Advisory Committee, School Site Council, Uniform Program, and our Food for Families. The SCW provides all of the needed translation for our compliance documents.	Elementary Reading - FRSA EL Reclassification Attendance/Chronic Absenteeism Rate Culture-Climate Survey (Parent) Other

Person(s) Responsible: School Community Worker

Frequency: Biweekly

SPSA/AM: AM1 Add. Int.

Identified Need: Chronic Absenteeism is at 11.5%. Overall Attendance is 95.3%. A.A. Chronic Absenteeism is 32.9%, Hispanic is 8.5%
 Support effective communication with the parents of our ELs and At-Risk students.
 Support connecting families to community resources.

Target Group: Identified At-Risk Students, Targeted Parents, Low SES, English Learners, African-American, Hispanic

Monitoring: Attendance data - Monthly Reports
 Home visitation logs
 Contact logs on student progress, attendance, SST
 Parent Satisfaction Survey
 Translated Compliance Documents and Home/School Connection Documents
 SST Translation and Documentation

Personnel Summary: School Community Worker .5 FTE - Title 1 100%

Matl/Srvc Summary:



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4	08/29/2018 06/13/2019	Purchase 1 college aide to support our Transitional Kindergarten students in the area of academic readiness and foundational skills. To reinforce the classroom teacher's instruction; decrease the student to adult ratio; increase student attentiveness to the instruction; increase parent understanding of school attendance; demonstrate to parents how they can support academics at home and throughout their child's day.	Elementary Reading - FRSA Attendance/Chronic Absenteeism Rate Other

Person(s) Responsible: Classroom Teacher and Principal

Frequency: Daily

SPSA/AM: AM1 Add. Int.

Identified Need: Students entering the Transitional Kinder are missing common foundational school readiness skills. To accelerate their learning and maximize their instructional experience by increasing adult to student ratio. The aide will provide small group and one-on-one reinforcement learning opportunities.

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

Monitoring: Effectiveness and proper usage will be monitored by the school principal through observation, classroom walkthroughs, and data analysis. Training will be provided by the classroom teacher, K TOSA, and district as needed.

Personnel Summary: College Student Aide (1) for 613 hours annually - Title 1 100%

Matl/Srvc Summary:

	Cost	Statutory Benefits	Health Benefits	Project Totals
SSC Approve Date: 01/29/2018				
Subject: Additional Interventions				
	Certificated	0	0	0
	Classified	10,084	371	10,455
	Mtls/Srvc	0		0
			Total	10,455



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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 (8) for 381 hours annually - LCFF 100%

Matl/Srvc Summary:

	Cost	Statutory Benefits	Health Benefits	Project Totals
SSC Approve Date: 10/03/2018				
Subject: Additional Interventions				
	Certificated	0	0	0
	Classified	48,280	1,777	50,057
	Mtls/Srvc	0		0
			Total	50,057



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6	10/02/2018 12/19/2018	Extending the instructional day for 70 English Language Learners in 1st-3rd grade who performed below Well Developed on the 2017-2018 ELPAC. These 1st-3rd grade students will receive two and a half additional hours of instruction after their normal school day per week. The intention will be to provide students with a bi-weekly engaging, shared experience that they will then discuss, research, write about, orally rehearse, and then orally present information to their tutorial class. Students will increase their English proficiency through vocabulary development, oral rehearsal, written expression, act upon teacher input and feedback, and then participate in oral presentations.	SBAC ELA EL Reclassification Other

Person(s) Responsible: Tutorial Teachers
Administrator

Frequency: Weekly

SPSA/AM: AM1 Add. Int.

Identified Need: English Language Learners are not meeting ELA standards. They are not making the required one year's growth as measured on the ELPAC. They are one of the lowest performing sub groups on the ELA SBAC.

Target Group: English Learners

Monitoring: Pre and Post Assessments - baseline information from writing samples, and speaking/oral presentation
Tutorial Teachers
Administration

Personnel Summary: Teacher Hourly P Schedule (7) for 22.5 hours annually - EL Support 100%
Teacher Hourly Extra Comp (7) for 6 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 11,920	2,350	0	14,270
	Classified 0	0	0	0
Subject: Additional Interventions	Mtls/Srvc 0			0
			Total	14,270



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7	10/02/2018 12/19/2018	Extend the instructional school day for identified fourth and fifth grade students to increase their mathematical proficiency. Students will participate 22.5 hours (1.25 hours, two times per week) of specific math instruction designed to prepare them for future math lessons. By remediating selected students and provide them with the necessary reinforcement and practice these students will be more prepared and more successful with this year's math standards.	SBAC Math Other

Person(s) Responsible: Tutorial Teachers
Administration

Frequency: Other

SPSA/AM: AM1 Math

Identified Need: 4th and 5th grade students are not meeting the mathematical standards as measured on the Math SBAC. 35% of our 4th and 5th graders met or exceeded the math standards. 65% either Did Not Meet or Nearly Met the math standards.

Target Group: Other Targeted Students

Monitoring: Tutorial teacher have designed pre/post assessments that will be administered to the students before and after the tutoring to determine effectiveness and next steps.

Personnel Summary: Teacher Hourly P Schedule (5) for 22.5 hours annually - Title 1 100%
Teacher Hourly Extra Comp (5) for 6 hours annually - Title 1 100%

Matl/Srvc Summary:

	Cost	Statutory Benefits	Health Benefits	Project Totals
SSC Approve Date: 10/29/2018	Certificated 8,515	1,678	0	10,193
Subject: Math	Classified 0	0	0	0
	MtIs/Srvc 0			0
			Total	10,193