



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

School: Chavez

Principal(s): Brenda B. Ocampo

Submit Date: December 10, 2019

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 EL+RFEP) showed increases. Moreover, all subgroups had gains on SBAC scores, with the exception of our African American subgroup. Our ELL subgroup was identified as our lowest performing subgroup since 2015/16. This data, along with 2018/19 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, 2020, 60% of grade 3-5 students will meet or exceed the standards on the ELA SBAC test.
- By June, 2020, 60% of grade 3-5 students will meet or exceed the standards on the math SBAC test.
- By June, 2020, ELL sub-group students meeting the ELA and Math SBAC proficiency target will increase by 5%.
- By June, 2020, 60% of grade K-5 students will be proficient on the end of grade level fiction and non-fiction reading benchmarks.
- By June, 2020, we will have less than 5% of students identified as "retention" candidates based on LBUSD Promotion criteria.
- By June, 2020, we will meet our attendance goal of 96.2%
- By June, 2020, we will decrease our suspensions to less than 2.5% and office referrals by at least 2% when compared to 2018-19.
- 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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Ln	Dates	Description	Data Measure(s)
1	08/13/2019 06/26/2020	<p>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) the 2017/18 school year based on SBAC results that showed a 10% increase in math and a 4% increase in ELA. All sub-groups had gains on SBAC last school year, with the exception of our African American Sub-group. 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 Safety and Self-management (score on Self-management 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.</p>	<p>SBAC Math Elementary Reading - Benchmarks EL Reclassification Attendance/Chronic Absenteeism Rate Culture-Climate Survey (Student-Staff)</p>

Person(s) Responsible: .60 FTE Counselor

Frequency: Daily

SPSA/AM: AM1 Add. Int.

Identified Need: Our lowest performing subgroup continues to be our ELLs (with an increase of 10% in ELA and 2% 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:



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

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Ln	Dates	Description	Data Measure(s)				
			Classified	21,114	6,425	10,919	38,458
			Mtls/Srvc	0			0
						Total	38,458

SSC Approve Date: 01/24/2019

Subject: Additional Interventions



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Intervention Project Timeline

Ln	Dates	Description	Data Measure(s)				
			Certificated	20,026	4,318	4,368	28,712
			Classified	0	0	0	0
			Mtls/Srvc	0			0
						Total	28,712

SSC Approve Date: 01/24/2019

Subject: Reading

5 08/26/2019 Provide for one bilingual 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.
 06/26/2020

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 626 hours annually - EL Support 100%

Matl/Srvc Summary:

	Cost	Statutory Benefits	Health Benefits	Project Totals
	0	0	0	0
	10,404	416	0	10,820
	0			0
			Total	10,820

SSC Approve Date: SSC Approval not needed with funding used

Subject: Reading



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6	08/26/2019 06/26/2020	Recreation aides will support student safety and civility and support student behaviors in the school learning environment through supervision of the common areas.	Suspension/Expulsion Rate 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: Hourly - Recreation Aide (6) for 776 hours annually - LCFF 42%; LCFF Rec 58%

Matl/Srvc Summary:

	Cost	Statutory Benefits	Health Benefits	Project Totals
Certificated	0	0	0	0
Classified	73,751	2,950	0	76,701
Mtls/Srvc	0			0
			Total	76,701

SSC Approve Date: 01/24/2019

Subject: Additional Interventions



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7	08/13/2019 06/26/2020	Intermediate Office Assistant (.20 FTE) About 70% of our families are Spanish speaking. Because there has been a shift towards having parents fill out more documentation electronically (enrollment, school of choice, 6th grade matriculation, emergency cards, Core Basic Services Survey, and ParentVue information) , many of our parents seek the help of our front office. IOA is not only responsible for providing the technical support to parents, but also provides parents with training on how to fill out all required documentaion, accurately. Besides IOA meeting regular job duties, such as: Enrolling students, updating student information into Synergy, cum records, and requesting and sending pupil records, Chavez IOA will also be responsible for helping to monitor student attendance and help communicate student attendance data to teachers and administration. Chavez has improved its attendance over the years, but still needs to make progress in decreasing chronic absentism to less than 9% more consistantly throughout the year. Furthermore, as parental involvement increases, there is need for the IOA to be more involved in training parents to help in the front office and with other major school activities and events. Having a bilingual IOA helps with any translation that is needed on campus, and the IOA also mentors our Spanish speaking volunteers.	Attendance/Chronic Absenteeism Rate Culture-Climate Survey (Parent)

Person(s) Responsible: Office Supervisor, IOA, Counselor, and Principal

Frequency: Biweekly **SPSA/AM:** AM2

Identified Need: Chavez would like to continue to be ranked over 90% on the Parent Core Survey. This will happen with the support of an IOA. Furthermore, our lowest ranked sub-group for chronic attendance over the years has been our AA sub-group (18% current). IOA will support monitoring AA attendance data.

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

Monitoring: Classroom Monitoring Charts in Office
 VIPS participating in Front Office
 Attendance Reports

Personnel Summary: Intermediate Office Assistant .2 FTE - LCFF 100%

Matl/Srvc Summary:



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9	10/02/2019 06/12/2020	Full day substitutes to release teachers to meet one-on-one with principal to review progress towards goals and student data.	SBAC ELA SBAC Math Elementary Reading - FRSA

Person(s) Responsible: Principal

Frequency: Trimester

SPSA/AM: AM1 Add. Int.

Identified Need: Progress monitoring

Target Group: All Staff

Monitoring: Data
Individual Action Plan

Personnel Summary: Substitute teacher full day (1) for 6 days - LCFF 100%

Matl/Srvc Summary:

	Cost	Statutory Benefits	Health Benefits	Project Totals
SSC Approve Date: 10/22/2019	Certificated 1,027	226	0	1,253
	Classified 0	0	0	0
Subject: Additional Interventions	Mtls/Srvc 0			0
			Total	1,253