



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

School: Oropeza

Principal(s): Richard W. Littlejohn

Submit Date: October 11, 2019

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 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, Low SES, male students, and students identified with special needs with timely and meaningful interventions in the areas of Reading, Writing, Math proficiency. And to enhance our students' abilities to cope with social and emotional pressures, develop healthy coping skills and strategies, and build our students' self-efficacy and 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 at least 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 percent. Decrease the amount of missed educational opportunities by reducing office referrals. Increase overall Growth Mindset and Student Self-Efficacy by 5% as measured on the Student CORE survey so that they have the personal fortitude to persevere through adversity.

Intervention Project Timeline

Ln	Dates	Description	Data Measure(s)
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Ln	Dates	Description	Data Measure(s)
1	08/27/2019 06/12/2020	100% Intervention Teacher to accelerate the learning of our At-Risk: English Language Learners, African American students, and other struggling students in the area of ELA through small group intensive instruction, one-on-one support as needed, and push-in as appropriate.	SBAC ELA Elementary Reading - Benchmarks EL Reclassification

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, African American students, and other At-Risk students. ELL SBAC: ELL 15%, AA 33%, Males 32%, Low SES 39%

Target Group: Male, English Learners, 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, Lexia CORE and Rapid.

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: 01/28/2019	Certificated 104,071	22,438	21,838	148,347
Subject: Reading	Classified 0	0	0	0
	Mtls/Srvc 0			0
			Total	148,347



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Ln	Dates	Description	Data Measure(s)
2	08/19/2019 06/19/2020	School Counselor - purchase an additional 30% (1.5 days) to enhance the district provided 50% (2.5 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.	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 to .3% from .5%. Need to continue this trend. ELLs continue to struggle on SBAC ELA (15%), SBAC Math (22%), A.A. SBAC ELA (33%), Math (30%). Student sense of Safety is 61%, Growth Mindset is 62%. ELLs who have reached fluency -SBAC ELA (52%), Math (48%)			
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	31,179	6,722	6,551	44,452
			Classified	0	0	0	0
			Mtls/Srvc	0		0	0
					Total	44,452	

SSC Approve Date: 01/28/2019

Subject: Additional Interventions



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Ln	Dates	Description	Data Measure(s)
3	08/15/2019 06/30/2020	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, New comers
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
Certificated	0	0	0	0
Classified	10,188	408	0	10,596
Mtls/Srvc	0			0
			Total	10,596

SSC Approve Date: 01/29/2019

Subject: Additional Interventions



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4	08/01/2019 06/30/2020	Intervention support to work with Grade 1 and Grade 2 EL students and at-risk students to provide early intervention in ELA. Student will receive intervention through the Guided Reading and Reading Recovery Model. Interventionist will support students 3 days per week, not to exceed 18 hours per week, in intensive small group instruction. Emphasis will be on ELA standards with utilization of ELPAC, FRSA, Benchmark, and Unit Assessments as data points.	Elementary Reading - FRSA Elementary Reading - Benchmarks

Person(s) Responsible: Certificated Teacher
Administrator

Frequency: Daily

SPSA/AM: AM1 Rdg

Identified Need: At-risk first grade students with an emphasis on ELs need additional support in the area of ELA. Increase student achievement and close the achievement gap for our English Language Learners by providing small group intensive instruction; either push-in or pull-out. Additional students serviced.

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

Monitoring: Monitoring tools and data summaries will be shared bi-monthly with administrator and classroom teacher. ELL Reclassification. Attendance of identified students. Flexible groupings.

Personnel Summary: Teacher Hourly P Schedule (1) for 648 hours annually - EL Support 50%; Title 1 50%

Matl/Srvc Summary:

	Cost	Statutory Benefits	Health Benefits	Project Totals
SSC Approve Date: 01/28/2019	Certificated 39,774	8,750	0	48,524
	Classified 0	0	0	0
Subject: Reading	Mtls/Srvc 0			0
			Total	48,524



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5	08/15/2019 06/30/2020	School Counselor will work additional hourly to address Social Emotional and Climate Culture Needs at the school. SELs categories Social Awareness and Self-Efficacy will need to be improved. The counselor will support our tiered 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. In addition, the Counselor will work on the "ALL IN" attendance program during additional hours to work with the community, the ALL In Program, the District Attorney, and holding parent conferences. Counselor will support after school tutoring during additional hourly 2-3 days a week. School counselor will continue to support and coordinate School Base Mental Health Services, Student Success Team Meetings, IEP Meetings, and small group counseling sessions addressing social, emotional needs.	Attendance/Chronic Absenteeism Rate Culture-Climate Survey (Student-Staff) Culture-Climate Survey (Parent) SEL Survey

Person(s) Responsible: Counselor

Frequency: Daily

SPSA/AM: AM1 Add. Int.

Identified Need: SEL Categories Social Awareness and Self Efficacy. Climate Culture CORE states that Safety and Attendance is low. Habitual Truancy is at 15%.

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

Monitoring: Chronic Truancy Absenteeism rate decreases by 3%. SEL Social Awareness and Self-Efficacy increase by 5% overall in the CORE. Climate Culture CORE Safety data increases by 10%.

Personnel Summary:

Matl/Srvc Summary: Services - Title 1 100%

	Cost	Statutory Benefits	Health Benefits	Project Totals
SSC Approve Date: 09/24/2019	0	0	0	0
	0	0	0	0
Subject: Additional Interventions	15,000			15,000
			Total	15,000



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Ln	Dates	Description	Data Measure(s)
6	08/01/2019 06/30/2020	Provide a safe and structure learning environment for students. Provide supervision for all students in all subgrups. Recreation aides w ould provide supervision in all common areas of the school. Additional support w ould ensure supplemental engagement w ith struggling learners in accordance w ith CORE survey data needs.	Culture-Climate Survey (Student-Staff) Culture-Climate Survey (Parent)

Person(s) Responsible: Principal, Office Supervisor

Frequency: Daily

SPSA/AM: AM1 Add. Int.

Identified Need: Increase safety and supervision for the school. Additional coverage needed for Kindergarten lunch, arrival, and dismissal. Supervision in unsafe areas need additional supervision.

Target Group: All Students

Monitoring: CORE Data from Parents, Staff, and Students w ill show improvement in Safety, Know ledge in Rules in Discipline, Connection to School, and Social Aw areness w ill improve by 3%.

Personnel Summary:

Matl/Srvc Summary: Services - LCFF 10%; LCFF Rec 67%; Title 1 23%

	Cost	Statutory Benefits	Health Benefits	Project Totals
SSC Approve Date: 09/25/2019	Certificated 0	0	0	0
	Classified 0	0	0	0
Subject: Additional Interventions	Mtls/Srvc 75,000			75,000
			Total	75,000



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7	10/10/2019 06/30/2020	College Aide for Immigrant students and low performing English Language Learners. Will plan and work with PALMS Office to provide the most effective intervention. Support for ELA and Math. School will fund 50%. PALMS to cover other 50%.	Elementary Reading - FRSA Other

Person(s) Responsible: Principal, Teachers

Frequency: Daily

SPSA/AM: AM1 Add. Int.

Identified Need: Over 20 New comer students need support to lower affective filter, provide translation, and build social emotional connection to school. At risk ELL students need support in Grades 1 and 2.

Target Group: English Learners, Identified At-Risk Students, New comers

Monitoring: Common Assessment Data for New comer and at risk English Language Learners

Personnel Summary:

Matl/Srvc Summary: Services - Title 1 100%

	Cost	Statutory Benefits	Health Benefits	Project Totals
SSC Approve Date: 10/08/2019	Certificated 0	0	0	0
	Classified 0	0	0	0
Subject: Additional Interventions	Mtls/Srvc 5,500			5,500
			Total	5,500



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8	10/01/2019 06/30/2020	Pony Box Theater to provide a Tier 1 Program and Tier 2 Intervention for students in the Visual and Performing Arts. Pony Box will provide a Visual and Arts Performing Arts Program in Grades 1-3. In Grades 4-5, African-American, English Language Learners, and low SES subgroup students will be selected and invited to attend the Tier 2 after school program in Visual and Performing Arts. Student CORE Data will be used to select students who have lower school connectedness, low self-efficacy, and low social awareness. Program to help support and improve chronic absenteeism rate. Provide our Homeless/Foster students, African-American students, and English Language Learners to build a connection to school and a different way to be successful at school, build language and vocabulary and improve self-efficacy. Opportunity to improve parent engagement in the school through invitations to visit school to see performances, support the program as VIPS, and impact the Parent Survey on the CORE. Support the vision of using Visual and Performing Arts to build connections and relationships, improving equity in our school, and fostering a learning environment of tolerance, growth as an individual, and expression and awareness of each other.	Attendance/Chronic Absenteeism Rate Culture-Climate Survey (Student-Staff) Culture-Climate Survey (Parent)

Person(s) Responsible: Principal, Counselor, Grades 1-5 teachers
Frequency: Weekly **SPSA/AM:** AM1 Add. Int.
Identified Need: Low School Connectedness, Low Self-Efficacy, Low Social Awareness students for Grade 4-5 at the Tier 2 level. Tier 1 level for Grades 1-3 to improve attendance daily rate and decrease chronic absenteeism percentage.
Target Group: African-American, English Learners, Homeless, Low SES
Monitoring: Attendance daily rate and decrease chronic absenteeism percentage. School Connectedness, Self-Efficacy, and Social Awareness on the CORE Survey.
Personnel Summary:
Matl/Srvc Summary: Services - Title 1 100%

	Cost	Statutory Benefits	Health Benefits	Project Totals
SSC Approve Date: 10/08/2019	0	0	0	0
	0	0	0	0
	5,500			5,500



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

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Ln	Dates	Description	Data Measure(s)	
			Total	5,500

Subject: Additional Interventions