



**Continuous Improvement Expenditure Plan
 2020-2021
 INTERVENTION PLAN**

School: Chavez

Principal(s): Brenda B. Ocampo

Submit Date: January 27, 2021

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. Based on our current SBAC data our ELLs had a huge decrease and went from 20% met and exceeded on SBAC ELA to 0%. In addition, our ELLs also had a decrease in our SBAC Math data and went from 25% met and exceeded to 4%. Overall, there was a 5% decrease in our SBAC ELA scores from 52% to 47%. There was a decrease in SBAC math scores from 52% to 45%. This data helps us to determine the target subgroups and intervention areas for the upcoming school year. In reading we need to continue to focus on students that are not meeting district goals for FRSA, SBAC, and ELA unit assessments. For math, we will also focus on students that are not making progress on math unit assessments and SBAC. For attendance, we will focus on the students who have chronic absenteeism and set up interventions to minimize attendance issues. In culture and climate we will focus on trauma informed practices as a way to help students self-regulate.

Expected Outcome:

ELA goal(s):
 Chavez students will show a 5% gain in SBAC ELA overall for the 2019-2020 school year (Resulting in 52% of our students meeting or exceeding on SBAC ELA 5% or more for students in the lowest performing subgroups will score Met or Exceeded on SBAC ELA.
 Grade 3-5 Chavez's students will achieve a minimum 5% growth on ELA Unit Assessments during the 2019-2020.
 70% or more of K-2 Chavez's students will "meet" or "exceed" on the FRSA by the end of the 2019-2020 school year.

Math goal(s):
 53% (+8pts) or more of all Chavez students will meet or exceed on the Math SBAC by the 2019-2020 school.
 5% or more for students in the lowest performing subgroups will score Met or Exceeded on SBAC Math.
 Chavez students will achieve a minimum 7% growth on Math Unit Assessments during the 2019-2020
 By the end of the school year, 95% of the students will have met retention criteria for math facts by the 2019-2020 school year.

EL goal(s):
 10% increase in EL students that are met and exceeded on SBAC ELA
 10% increase in EL students that are met and exceeded on SBAC Math
 10% increase in EL students that are met and exceeded on FRSA

Intervention Project Timeline

Ln	Dates	Description	Data Measure(s)
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Ln	Dates	Description	Data Measure(s)
1	08/26/2020 06/10/2021	The Counselor will coordinate an effective SST process that addresses the social-emotional, academic, and behavioral needs of the students. 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. 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. 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 SBAC Math 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 continues to be our ELL group. 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 - LCFF 10%; Title 1 90%

Matl/Srv Summary:

	Cost	Statutory Benefits	Health Benefits	Project Totals
Certificated	62,954	13,661	13,889	90,504



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

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Ln	Dates	Description	Data Measure(s)				
			Classified	0	0	0	0
			Mtls/Srvc	0			0
						Total	90,504

SSC Approve Date: 02/04/2020

Subject: Additional Interventions



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Ln	Dates	Description	Data Measure(s)
3	08/26/2020 06/10/2021	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"> • Supplement primary students' literary know ledge development and comprehension skills through narrative presentation, identifying genres, connecting themes, identifying story elements and modeling fluency. • Collaborate w ith teachers in selection of classroom libraries to align w ith content standards • Supplement ELA instruction by providing mini-lessons that are aligned to Common Core standards • Augments the ELA and other content area instructional programs by providing supplemental instruction in close read and text dependent questions. 	Core Curriculum

Person(s) Responsible: .2 Teacher Librarian

Frequency: Biw eekly

SPSA/AM: AM1 Rdg

Identified Need: School data show s that students in K - 2nd need supplemental instruction to meet the CCSS for Reading. They need greater access to Literature and Infomational Text, along w ith 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 - LCFF 100%

Matl/Srvc Summary:

Cost	Statutory Benefits	Health Benefits	Project Totals
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Ln	Dates	Description	Data Measure(s)				
			Certificated	21,093	4,577	4,630	30,300
			Classified	0	0	0	0
			Mtls/Srvc	0			0
						Total	30,300
5	09/01/2020 06/18/2021	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: Hourly - Recreation Aide (4) for 500 hours annually - LCFF Rec 100%					
		Matl/Srvc Summary:					
				Cost	Statutory Benefits	Health Benefits	Project Totals
			Certificated	0	0	0	0
			Classified	32,320	1,293	0	33,613
			Mtls/Srvc	0			0
						Total	33,613
		SSC Approve Date: SSC Approval not needed with funding used					
		Subject: Additional Interventions					