



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

School: Oropeza

Principal(s): Richard W. Littlejohn

Submit Date: November 30, 2020

Status: Approved

Intervention Focus:

Foundation of EQUITY, Warm and Demanding Environment, and Standards-Based Instruction and Interventions.

Climate/Culture and SEL's:

If we focus on building an equitable school through systematically structuring a positive environment focused on Knowledge of Discipline/Fairness and Safety, then the school's Climate Culture and student Social Awareness will improve for ALL students.

Academic:

If we plan intentional Target and Standards-Based Lessons that includes active engagement, then student achievement will accelerate for our English Language Learners and African-American students.

Students receive intervention support in identified Tier 2 and Tier 3 strategies through TOSA support, after school programs, ALL In Attendance Programs, Incentive and Recognition Programs, Parent Involvement, programs during school hours, and support in Climate/Culture and Social Emotional Learning. School rules and systems in place for positive reinforcement. Improve school safety at the school so that students may learn at an optimal level. Improve student self-perception and usage of Self-Management strategies. Improve upon Social Awareness at the school through various programs, PDSAs, interventions by counselor, school psychologist, and recreation aide team. Improve student social awareness of themselves and others through various social campaigns that promote kindness, compliments, and listening to others.

Expected Outcome:

Growth of at least 5% on Math and ELA Synergy Unit Assessments.

Improvement on identified LEXIA Rapid Data Points.

Improvement on Literacy and Math Profiles.

Improvement on Student CORE Survey by 3% in focus areas such as Safety, Self-Management, and Social Awareness.

Improvement on STAFF CORE Survey by 3% in focus areas such as Safety, Self-Management, and Social Awareness.

Improvement on STAFF CORE Survey by 3% in Attendance.

Improvement on Student CORE Survey by 3% in Attendance.

Intervention Project Timeline

Ln	Dates	Description	Data Measure(s)
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Ln	Dates	Description	Data Measure(s)
1	08/01/2020 06/30/2021	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. Support students in standard attainment, learning targets, and progress while receiving services. Services in the area of reading comprehension, decoding/blending of multisyllabic words, and improve vocabulary. Use of vocabulary in Listening and Speaking Standards and Writing.	SBAC ELA SBAC Math Elementary Reading - Benchmarks

Person(s) Responsible: Certificated Teacher

Frequency: Daily

SPSA/AM: AM1 Rdg

Identified Need: African-American subgroup significant increase but achievement gap continues with District White Subgroup. ELL students decreased by 2% in Math and no improvement in ELA last year. ELL subgroup improvement on ELA and Math Synergy Math Assessments with TOSA support.

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

Monitoring: Tier 2 and Tier 3 level support documented in LROIX Intervention Tracking System. LROIX generated monitoring tools and data summaries and analysis when groups and interventions are completed. Flexible groupings. ELA Synergy Assessments and Lexia Rapid data (replacing Reading Benchmarks).

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: 01/14/2020	Certificated 106,435	23,096	23,148	152,679
Subject: Reading	Classified 0	0	0	0
	Mtls/Srvc 0			0
			Total	152,679



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Ln	Dates	Description	Data Measure(s)
3	08/15/2020 06/30/2021	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. Part-time TOSAs will support students at least twice a week, not to exceed 18 hours per week. Provide intensive small group instruction utilizing the Reading Recovery Model for at least 12 hours per week. Word work, Familiar Reads, Brow sing, and additional Reading Recovery Methods will be included. Math support provided at least 4 hours per week to develop concepts and procedures utilizing hands-on manipulatives, drawings, use of objects, etc. Decreased from full year to reduction in amount of time and amount due to COVID-19 school closure.	Elementary Reading - FRSA Elementary Reading - Benchmarks Elementary Math - Math Facts

Person(s) Responsible: Certificated Teacher
Administrator

Frequency: Weekly

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: Data collected in LROIX Intervention Tracking System. Data given to principal when group intervention sessions are complete.

Personnel Summary: Teacher Hourly P Schedule (3) for 100 hours annually - Title 1 100%

Matl/Srvc Summary:

	Cost	Statutory Benefits	Health Benefits	Project Totals
SSC Approve Date: 01/14/2020	18,567	4,085	0	22,652
Subject: Reading	0	0	0	0
	0			0
			Total	22,652



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4	08/20/2020 06/30/2021	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 for our youngest students, and support social emotional and academic interventions. Decreased from full year to reduction in amount of time and amount due to COVID-19 school closure.	Elementary Reading - FRSA Elementary Reading - Benchmarks Elementary Math - Math Facts

Person(s) Responsible: Classroom Teacher and Principal

Frequency: Daily **SPSA/AM:** AM1 Rdg

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: Pre Data Collected during beginning of the year. Post Data collection at end of Trimester/Semester depending on ELA or Math. Data analysis template specific to Transitional Kindergarten.

Personnel Summary: College Student Aide (1) for 324 hours annually - Title 1 100%

Matl/Srvc Summary:

	Cost	Statutory Benefits	Health Benefits	Project Totals
Certificated	0	0	0	0
Classified	5,492	220	0	5,712
Mtls/Srvc	0			0
			Total	5,712

SSC Approve Date: 01/14/2020

Subject: Reading



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6	08/01/2020 06/30/2021	Fund 0.2FTE for school psychologist to support Tier 2 and Tier 3 level interventions with students. Advise principal, school counselor, and teachers on students and next step interventions. Facilitate Oropeza and Renaissance High School partnerships to support Social Emotional Learning and Climate/Culture of identified at-risk, ELL, and African-American students. Support IEP implementation of Tier 3 level students.	Culture-Climate Survey (Student-Staff) Culture-Climate Survey (Parent)

Person(s) Responsible: School Psychologist

Frequency: Weekly

SPSA/AM: AM1 Add. Int.

Identified Need: ELL Subgroup on SBAC Reading decreased by 6% from 10% to 4% Met/Exceeded. ELL Subgroup on SBAC ELA Overall is at 15% Met/Exceeded. ELL Students decreased by 12% on the SBAC ELA Listening Claim. African-American subgroup is at 36% proficiency, 11% lower than the Hispanic subgroup.

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

Monitoring: CORE Data from Parents, Staff, and Students will show improvement in Safety, Knowledge in Rules in Discipline, Connection to School, and Social Awareness will improve by 3%. LROIX Intervention Tracking System Data for students at Tier 3 level of intervention.

Personnel Summary: Psychologist .2 FTE - LCFF 75%; Title 1 25%

Matl/Srvc Summary:

	Cost	Statutory Benefits	Health Benefits	Project Totals
SSC Approve Date: 02/04/2020	22,227	4,823	4,630	31,680
Subject: Additional Interventions	0	0	0	0
	0			0
			Total	31,680



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7	08/01/2002 06/30/2021	Provide a safe and structure learning environment for students. Provide supervision for all students in all subgroups. Recreation aides would provide supervision in all common areas of the school. Additional support would ensure supplemental engagement with struggling learners in accordance with CORE survey data needs. Provide support for families and students for interventions during school closure/distance learning during COVID-19 Pandemic.	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, All Parents, Identified At-Risk Students, Other Targeted Students

Monitoring: CORE Data from Parents, Staff, and Students will show improvement in Safety, Knowledge in Rules in Discipline, Connection to School, and Social Awareness will improve by 3%.

Personnel Summary:

Matl/Srvc Summary: Services - LCFF Rec 100%

	Cost	Statutory Benefits	Health Benefits	Project Totals
SSC Approve Date: SSC Approval not needed with funding used	Certificated 0	0	0	0
	Classified 0	0	0	0
Subject: Additional Interventions	Mtls/Srvc 58,000			58,000
			Total	58,000