



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

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

School: Garfield

Principal(s): Monica L. Alas

Submit Date: October 29, 2019

Status: Approved

Intervention Focus:

Interventions at Garfield will focus on Tier 2 programs that provide specialized support to students who are struggling to meet academic standards derived from the CCSS. Student achievement data from Foundational Reading Skills Assessments, Wonders weekly/unit assessments, LEXIA Core 5/RAPID, CCSS formative assessments, LBUSD Unit Exams for ELA and Math, and math fluency assessments will be used to design literacy classes and additional interventions to best meet student needs and support student progress towards grade level proficiency. Student interventions will also be designed for students demonstrating difficulty in the realm of social or emotional needs to ensure students can access learning in the classroom.

Expected Outcome:

Students in the literacy classes will have individualized literacy goals for Foundational Reading Skills and Lexia Core 5/RAPID developed from their baseline assessments. The goal is for at least 80% of students in the literacy classes to make 1.5 or more years growth in their reading level. All students in literacy classes are expected to achieve proficient levels on FRSA for their grade level. Students participating in additional instruction for ELA or Math in afterschool intervention classes will meet specific standards-based goals for their particular grade-level. Students receiving social-emotional support will meet goals based on their behavior or attendance improvement needs.

Intervention Project Timeline

Ln	Dates	Description	Data Measure(s)
----	-------	-------------	-----------------



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

School: Garfield

Principal(s): Monica L. Alas

Submit Date: October 29, 2019

Status: Approved

Intervention Project Timeline

Ln	Dates	Description	Data Measure(s)
1	08/20/2019 06/20/2020	Interventions at Garfield will focus on Tier 2 programs that provide specialized support to students who are struggling to meet academic standards derived from the CCSS. Student achievement data from Foundational Reading Skills Assessments, Reading Benchmarks, CCSS formative assessments, and math fluency assessments will be used to design literacy classes and intervention groups to best meet student needs and support student progress towards grade level proficiency. Student interventions will also be designed for students demonstrating social-emotional deficits that create barriers for learning. Garfield literacy classroom teachers will implement an integrated model of literacy to ensure growth in Foundational Reading Skills, Fluency, Reading Comprehension and English Language Development. Teachers will individualize instruction with the use of assessments including FRSA, Diagnostic assessments from the ELA series "Wonders" Oral Language Assessments and independent writing skills. Literacy classroom teachers will direct College Student Aides to support students during whole group, guided/small group, cooperative learning and independent learning activities. Students in literacy classes will receive more frequent checks for understanding and immediate feedback to move learning forward. Literacy class teachers will collaborate with each other to develop best practices in assessment, differentiated instruction and intervention using College Aides' support.	SBAC ELA Core Curriculum
Person(s) Responsible: Literacy Class Teacher Principal			
Frequency: Daily		SPSA/AM: AM1 Rdg	
Identified Need: Fourth and Fifth Grade students who are below the target performance level in reading standards need additional supports to reach expected reading performance levels.			
Target Group: Identified At-Risk Students, English Learners			
Monitoring: Reading Benchmarks FRSA			
Personnel Summary: Teacher - Elementary 1 FTE - Title 1 100%			
Matl/Srvc Summary:			



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

School: Garfield

Principal(s): Monica L. Alas

Submit Date: October 29, 2019

Status: Approved

Intervention Project Timeline

Ln	Dates	Description	Data Measure(s)				
			Cost	Statutory Benefits	Health Benefits	Project Totals	
			Certificated	100,087	21,579	21,838	143,504
			Classified	0	0	0	0
			MtIs/Srvc	0			0
					Total		143,504

SSC Approve Date: 03/12/2019

Subject: Reading



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

School: Garfield

Principal(s): Monica L. Alas

Submit Date: October 29, 2019

Status: Approved

Intervention Project Timeline

Ln	Dates	Description	Data Measure(s)
2	08/20/2019 06/20/2020	A school counselor will plan and coordinate interventions designed to meet the needs of students with social-emotional-behavioral difficulties that are affecting their ability to engage effectively in their learning environment. The counselor will support the schoolwide Response to Intervention plan that connects targeted students with Tier 2 interventions that meet students' specific social, emotional or behavioral needs. Teachers will be provided substitute coverage so they can participate in the SST team meeting with the counselor and family of at-risk students to develop interventions. The expected outcomes of the counselor's work in these areas include increasing the engagement of targeted students with on-task learning in all classrooms and progress towards academic, attendance and behavior goals for students participating in Response to Intervention programs.	Attendance/Chronic Absenteeism Rate Culture-Climate Survey (Student-Staff) Culture-Climate Survey (Parent) SEL Survey

Person(s) Responsible: Counselor
Principal

Frequency: Weekly

SPSA/AM: AM1 Add. Int.

Identified Need: Students need positive Social Emotional skills to access their education. Some students need a school based intervention to develop learning behaviors.

Target Group: All Students, English Learners, Low SES, Other Targeted Students

Monitoring: Student progress monitoring for academic goals, attendance improvement and behavior improvement goals

Personnel Summary: Counselor .6 FTE - Title 1 100%

Matl/Srvc Summary:

	Cost	Statutory Benefits	Health Benefits	Project Totals
SSC Approve Date: 03/12/2019	Certificated 62,359	13,445	13,103	88,907
	Classified 0	0	0	0
Subject: Additional Interventions	Mtls/Srvc 0			0
			Total	88,907



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

School: Garfield

Principal(s): Monica L. Alas

Submit Date: October 29, 2019

Status: Approved

Intervention Project Timeline

Ln	Dates	Description	Data Measure(s)
3	08/20/2019 06/20/2020	A school nurse will serve Garfield students two days per week to address the health needs which negatively impact students' education. The nurse and the health assistant will assess student health needs and coordinate with teachers, families and health service providers so that students' health needs are addressed and absenteeism reduced. The nurse will participate in the SST process to determine how to mitigate any health issues that are affecting a student's progress at school.	Attendance/Chronic Absenteeism Rate

Person(s) Responsible: Nurse
Counselor

Frequency: Weekly

SPSA/AM: AM3

Identified Need: Some students have barriers to learning such as excessive absences due to asthma, lack of adequate health care or unmet needs due to health issues and therefore unable to engage fully in their learning.

Target Group: All Parents, Other Targeted Students

Monitoring: Attendance rates for students with a history of chronic absenteeism, attendance improvement plans, SST intervention plans.

Personnel Summary: Nurse Inspector .1 FTE - Title 1 100%

Matl/Srvc Summary:

	Cost	Statutory Benefits	Health Benefits	Project Totals
SSC Approve Date: 03/12/2019	Certificated 8,708	1,877	2,184	12,769
	Classified 0	0	0	0
Subject: Additional Interventions	Mtls/Srvc 0			0
			Total	12,769



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

School: Garfield

Principal(s): Monica L. Alas

Submit Date: October 29, 2019

Status: Approved

Intervention Project Timeline

Ln	Dates	Description	Data Measure(s)
4	08/20/2019 06/20/2020	A school nurse will serve Garfield students two days per week to address the health needs which negatively impact students' education. A health assistant will assist in the nurse's responsibilities by assessing student health needs and coordinate with teachers, families and health service providers so that students' health needs are addressed and absenteeism reduced. The nurse will participate in the SST process to determine how to mitigate any health issues that are affecting a student's progress at school.	Attendance/Chronic Absenteeism Rate

Person(s) Responsible: Health Assistant
Counselor

Frequency: Weekly

SPSA/AM: AM3

Identified Need: Garfield students and families need support and monitoring to improved attendance that is

Target Group: All Students, Other Targeted Students

Monitoring: Attendance support plans
SSTs

Personnel Summary: Health Assistant .19 FTE - LCFF 100%

Matl/Srvc Summary:

	Cost	Statutory Benefits	Health Benefits	Project Totals
SSC Approve Date: 03/12/2019				
Subject: Additional Interventions				
	Certificated	0	0	0
	Classified	7,531	278	7,809
	Mtls/Srvc	0		0
			Total	7,809



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

School: Garfield **Principal(s):** Monica L. Alas **Submit Date:** October 29, 2019 **Status:** Approved

Intervention Project Timeline

Ln	Dates	Description	Data Measure(s)
5	08/29/2019 06/19/2020	Students in grade 2-5 w ho have not met expected performance levels in ELA (reading profiles, Foundational Reading and/or SBAC ELA) goals w ill participate in an afterschool reading intervention program. Teachers w ill use baseline data from diagnostic of formative assessments to provide instruction in foundational skills and reading comprehension. Curriculum w ill include ELA supplemental materials, Wonders intervention materials, FOCUS reading comprehension and LEXIA Core 5 on-line reading program.	SBAC ELA SBAC Math Elementary Reading - FRSA Elementary Math - Math Facts

Students in grade 2-5 w ho have not met expected performance levels in Math (unit assessmnets, math facts and/or SBAC Math) goals w ill participate in an afterschool reading intervention program. Teachers w ill use baseline data from formative assessments to provide instruction in math standards or math facts. Curriculum w ill include Go Math intervention materials and/or ST Math puzzles.

Person(s) Responsible: EL TOSA
Teachers

Frequency: Weekly **SPSA/AM:** AM1 Add. Int.

Identified Need: Some students need additional time and support to meet grade level standards in Reading. English learners need additional time and support to meet grade level standards.

Target Group: English Learners, Identified At-Risk Students

Monitoring: Progress w ill be monitored based on the grade level expectation for reading profiles and SBAC ELA (grades 3-5) and the Foundational Reading Skills Assessment (grades 1-2). In math, students' performace on unit exams and SBAC IAB's w ill monitored

Personnel Summary: Teacher Hourly P Schedule (9) for 44 hours annually - Central 100%

Matl/Srvc Summary:

	Cost	Statutory Benefits	Health Benefits	Project Totals
Certificated	24,306	5,347	0	29,653
Classified	0	0	0	0

SSC Approve Date: SSC Approval not needed w ith funding used



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

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

School: Garfield

Principal(s): Monica L. Alas

Submit Date: October 29, 2019

Status: Approved

Intervention Project Timeline

Ln	Dates	Description	Data Measure(s)	
			Mths/Srvc	0
			Total	29,653

Subject: Additional Interventions



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

School: Garfield

Principal(s): Monica L. Alas

Submit Date: October 29, 2019

Status: Approved

Intervention Project Timeline

Ln	Dates	Description	Data Measure(s)
6	08/28/2019 06/19/2020	Garfield school will implement schoolwide Response to Instruction and Intervention practices to ensure supports for students are designed to meet the diverse needs of students. A Student Success Team model will be used to plan Tier 2 interventions that are aligned to an individual student's unique learning needs, either academic, social, or emotional, that may be causing a barrier to learning. Plans developed at a student's SST meeting may be supported by an instructional aide who can provide scaffolded practice with academic or behavior goals in the classroom and on campus.	Core Curriculum

Person(s) Responsible: Counselor
 EL TOSA
 Classroom teacher

Frequency: Daily

SPSA/AM: AM1 Add. Int.

Identified Need: Students experience less than adequate progress when they have gaps in the learning or in their social-emotional skills.

Target Group: Identified At-Risk Students

Monitoring: Progress towards student goals from the SST

Personnel Summary: Hourly - Instructional Aide (1) for 800 hours annually - Title 1 100%

Matl/Srvc Summary:

	Cost	Statutory Benefits	Health Benefits	Project Totals
SSC Approve Date: 06/04/2019	0	0	0	0
Subject: Additional Interventions	19,216	5,765	0	24,981
	0			0
			Total	24,981



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

School: Garfield

Principal(s): Monica L. Alas

Submit Date: October 29, 2019

Status: Approved

Intervention Project Timeline

Ln	Dates	Description	Data Measure(s)
7	08/19/2019 06/19/2020	Recreation aides will support student safety and social-emotional well being of students in the school learning environment through supervision of the common areas.	Culture-Climate Survey (Student-Staff)

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 (9) for 400 hours annually - LCFF Rec 100%

Matl/Srvc Summary:

	Cost	Statutory Benefits	Health Benefits	Project Totals
Certificated	0	0	0	0
SSC Approve Date: SSC Approval not needed with funding used	57,024	2,281	0	59,305
Subject: Additional Interventions	0			0
			Total	59,305



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

School: Garfield

Principal(s): Monica L. Alas

Submit Date: October 29, 2019

Status: Approved

Intervention Project Timeline

Ln	Dates	Description	Data Measure(s)
8	09/01/2019 06/30/2020	Garfield implements a Literacy Class intervention with Response To Intervention Programming. Teachers design targeted, individualized and small group Intervention based on student needs. College Aides will support the implementation to provide increased 1:1 feedback and prompting to students on foundational skills and reading comprehension learning activities.	Core Curriculum

Person(s) Responsible: Literacy Class Teachers
 Principal

Frequency: Daily

SPSA/AM: AM1 Rdg

Identified Need: Students in grades K-5 demonstrate less than adequate skills as measured by CCSS aligned assessments. These students require intensive literacy interventions to close the achievement gap

Target Group: Identified At-Risk Students

Monitoring: Foundational Skills Reading Assessment (K-3)
 Reading Benchmark
 SBAC aligned formative assessments in reading

Personnel Summary: College Student Aide (3) for 411 hours annually - Title 1 100%
 College Student Aide (2) for 411 hours annually - LCFF 100%

Matl/Srvc Summary:

	Cost	Statutory Benefits	Health Benefits	Project Totals
SSC Approve Date: 06/04/2019	Certificated 0	0	0	0
Subject: Reading	Classified 34,154	1,366	0	35,520
	Mtls/Srvc 0			0
			Total	35,520