



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

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

**School:** Addams

**Principal(s):** Armando Duenas

**Submit Date:** December 8, 2020

**Status:** Approved

**Intervention Focus:**

Accountability Measure 1-4 Increasing Achievement in Reading, Writing, and Math: Provide early intervention (Rtl level 2 and or 3) in the primary grades (K-2) and intermediate grades (3-5) with a focus on reducing the achievement gap. Develop programs that positively impact student achievement, engagement, and parent involvement. Increase in school wide student recognition resulting in improving school wide climate and decrease in overall absenteeism.

**Expected Outcome:**

Increase student achievement with supplemental instruction, targeted small group instruction via push-in and pull-out models. As well increase student achievement by decreasing behavior and improving the overall student social-emotional well-being. Increase student engagement with daily attendance, decrease office referrals, and connection with parents and community resources to address overall student health concerns that negatively impact school attendance and overall success.

**Intervention Project Timeline**

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



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| Ln | Dates                    | Description  | Data Measure(s)  |
|----|--------------------------|--|--|
| 1  | 08/31/2020<br>06/18/2021 | The psychologist will help develop programs that positively impact student achievement, engagement, and parent involvement. As well, implement and monitor RtI level 2 & 3 academic interventions, groups that focus on behavioral, social, emotional needs for student who are at risk resulting in an increase of emotional, behavioral, and academic achievement and overall school wide climate. | Elementary Reading - FRSA<br>Culture-Climate Survey (Student-Staff)<br>Core Curriculum |

**Person(s) Responsible:** Principal

**Frequency:** Weekly

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

**Identified Need:** Increase support for parents of students who are in need of social, emotional, behavioral, academic support. As well provide identified students necessary support in social, emotional, behavioral, academic areas with systems and structures that ensure overall success.

**Target Group:** African-American, Hispanic

**Monitoring:** Student/parent surveys, student/parent logs, referrals to SBMH, and other support agencies, attendance rates, scheduled meetings with principal and SSC/ELAC

**Personnel Summary:** Psychologist .4 FTE - Title 1 100%

**Matl/Srvc Summary:**

|  | Cost                | Statutory Benefits | Health Benefits | Project Totals |
|--|---------------------|--------------------|-----------------|----------------|
| <b>SSC Approve Date:</b> 02/21/2020      | Certificated 44,454 | 9,647              | 9,259           | 63,360         |
| <b>Subject:</b> Additional Interventions | Classified 0        | 0                  | 0               | 0              |
|  | Mtls/Srvc 0         |                    |                 | 0              |
|  |                     |                    | <b>Total</b>    | <b>63,360</b>  |



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| Ln  | Dates                    | Description  | Data Measure(s)           |                                 |                        |                       |         |
|---|--------------------------|--|---------------------------|---------------------------------|------------------------|-----------------------|---------|
| 2   | 08/31/2020<br>06/18/2021 | The counselor will develop programs that positively impact student achievement, engagement, and parent involvement. Therefore, increase school wide student recognition to improve school wide climate. As well assist in the implementation and monitoring of academic interventions, social skills groups for students who are at-risk (emotional, behavioral, and academic) resulting in an increase of emotional, behavioral, and academic achievement. As well assist with the development of programs in the area of college and career readiness that positively impact student achievement and in the area of parent involvement. Currently monitoring LSES, ELL, and Hisp., A.A. subgroup which include 238 students receiving Tier II and Tier III support for academic, social-emotional, and behavioral well-being. As well, 46 students are currently identified as needing Tier II & Tier III behavioral support which include the following subgroups: 58% Hispanic, 37% African American & 5% other. | Elementary Reading - FRSA | Culture-Climate Survey (Parent) | Core Curriculum        |                       |         |
| <b>Person(s) Responsible:</b> Principal   |                          |  |                           |                                 |                        |                       |         |
| <b>Frequency:</b> Daily   |                          | <b>SPSA/AM:</b> AM1 Add. Int.  |                           |                                 |                        |                       |         |
| <b>Identified Need:</b> Currently monitoring LSES, ELL, and Hisp., A.A. subgroups which include 238 students receiving Tier II and III support for academic, social-emotional, and behavioral well-being. As well, 46 students are currently identified as needing Tier II and III behavioral support |                          |  |                           |                                 |                        |                       |         |
| <b>Target Group:</b> African-American, Hispanic   |                          |  |                           |                                 |                        |                       |         |
| <b>Monitoring:</b> Weekly meetings with the principal.  |                          |  |                           |                                 |                        |                       |         |
| <b>Personnel Summary:</b> Counselor .7 FTE - Title 1 100%   |                          |  |                           |                                 |                        |                       |         |
| <b>Matl/Srvc Summary:</b>   |                          |  |                           |                                 |                        |                       |         |
|   |                          |  | <b>Cost</b>               | <b>Statutory Benefits</b>       | <b>Health Benefits</b> | <b>Project Totals</b> |         |
| <b>SSC Approve Date:</b> 02/21/2020   |                          |  | <b>Certificated</b>       | 73,446                          | 15,938                 | 16,204                | 105,588 |
| <b>Subject:</b> Additional Interventions  |                          |  | <b>Classified</b>         | 0                               | 0                      | 0                     | 0       |
|   |                          |  | <b>Mtls/Srvc</b>          | 0                               |                        | 0                     | 0       |
|   |                          |  |                           |                                 | <b>Total</b>           | <b>105,588</b>        |         |



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|----|--------------------------|---|---|
| 3  | 08/31/2020<br>06/18/2021 | The assistant principal will assist with the development and support curriculum that supports the CCSS. The assistant principal will positively impact student achievement and engagement by increasing school wide parent involvement, community outreach, and student engagement. In addition, the AP will assist with the overall behavioral, emotional, and academic intervention for identified at-risk students resulting in an increase of behavioral, emotional, and academic success. Currently monitoring LSES, ELL, and Hisp., A.A. subgroup which include 238 students receiving Tier II and Tier III support for academic, social-emotional, and behavioral well-being. As well, 46 students are currently identified as needing Tier II & Tier III behavioral support which include the following subgroups: 58% Hispanic, 37% African American & 5% other. | SBAC Math<br>Culture-Climate Survey (Parent)<br>Core Curriculum |

**Person(s) Responsible:** Principal

**Frequency:** Daily

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

**Identified Need:** Currently monitoring LSES, ELL, and Hisp., A.A. subgroup which include 238 students receiving Tier II and III support for academic, social-emotional, and behavior well-being. As well, 46 students are currently identified as needing Tier II and III behavioral support.

**Target Group:** African-American, Hispanic

**Monitoring:** Student/parent surveys, student/parent logs, referrals to SBMH, and other support agencies, attendance rates, scheduled meetings with principal and SSC/ELAC.

**Personnel Summary:** Asst. Principal Elementary .5 FTE - LCFF 50%; Title 1 50%

**Matl/Srvc Summary:**

|  | Cost                       | Statutory Benefits | Health Benefits | Project Totals |
|--|----------------------------|--------------------|-----------------|----------------|
| <b>SSC Approve Date:</b> 02/21/2020      | <b>Certificated</b> 60,719 | 13,176             | 11,574          | 85,469         |
|  | <b>Classified</b> 0        | 0                  | 0               | 0              |
| <b>Subject:</b> Additional Interventions | <b>Mtls/Srvc</b> 0         |                    |                 | 0              |
|  |                            |                    | <b>Total</b>    | <b>85,469</b>  |



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|----|--------------------------|---|--|
| 4  | 09/01/2020<br>06/01/2021 | Select certificated staff/teachers will provide remediation/afterschool tutoring classes throughout the school year. This differentiated support will assist EO & ELL students who are at tier 2. This support will target identified students in grades TK-5 at-risk EO & EL students. The primary focus will be in both ELA and Math throughout the school year during eight-ten week sessions. | SBAC ELA<br>Elementary Reading - FRSA<br>Core Curriculum |

**Person(s) Responsible:** Principal, assistant principal, and certificated staff

**Frequency:** Monthly

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

**Identified Need:** Increase support for students who are at-risk ELL, EO & FFB/BB. As well support at-risk students who have yet to pass promotion/retention criteria.

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

**Monitoring:** Sign-in sheets, scope and sequence of courses, reports for SSC/ELAC, observations with verbal or written feedback, and exit surveys.

**Personnel Summary:** Teacher Hourly P Schedule ( 33 ) for 10 hours annually - Title 1 100%  
 Substitute teacher full day ( 3 ) for 17 days - Title 1 100%

**Matl/Srvc Summary:**

|  | Cost                       | Statutory Benefits | Health Benefits | Project Totals |
|--|----------------------------|--------------------|-----------------|----------------|
| <b>SSC Approve Date:</b> 02/21/2020      | <b>Certificated</b> 28,989 | 6,377              | 0               | 35,366         |
|  | <b>Classified</b> 0        | 0                  | 0               | 0              |
| <b>Subject:</b> Additional Interventions | <b>Mtls/Srvc</b> 0         |                    |                 | 0              |
|  |                            |                    | <b>Total</b>    | <b>35,366</b>  |



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| 5  | 09/01/2020<br>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) |

**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 ( 5 ) for 475 hours annually - LCFF Rec 100%

**Matl/Srvc Summary:**

|  | Cost                     | Statutory Benefits | Health Benefits | Project Totals |
|--|--------------------------|--------------------|-----------------|----------------|
| <b>SSC Approve Date:</b> SSC Approval not needed with funding used | <b>Certificated</b> 0    | 0                  | 0               | 0              |
|  | <b>Classified</b> 38,380 | 1,535              | 0               | 39,915         |
| <b>Subject:</b> Additional Interventions                           | <b>Mtls/Srvc</b> 0       |                    |                 | 0              |
|  |                          |                    | <b>Total</b>    | <b>39,915</b>  |



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| 6  | 11/30/2020<br>06/04/2021 | Grades TK-5 teachers will be co-teaching alongside ground education instructors. These lessons will consist of Attendance/Chronic Absenteeism Rate curriculum which will embed outdoor garden, science while including ELA, S.S., and Visual Arts. As well the ground education program will develop and grow student's capacity for wonder, cultivate a space to think, explore, and nurture decision-making. |                 |

**Person(s) Responsible:** Principal and assistant principal

**Frequency:** Weekly

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

**Identified Need:** "At-risk" and select subgroups students are in need of materials opportunities that will promote collaborative discussions, and student increase engagement

**Target Group:** All Students, Asian

**Monitoring:** Sign-in

**Personnel Summary:**

**Matl/Srvc Summary:** Services - LCFF Rec 100%

|  | Cost            | Statutory Benefits | Health Benefits | Project Totals |
|--|-----------------|--------------------|-----------------|----------------|
| <b>SSC Approve Date:</b> SSC Approval not needed with funding used | Certificated 0  | 0                  | 0               | 0              |
|  | Classified 0    | 0                  | 0               | 0              |
| <b>Subject:</b> Additional Interventions                           | Mtls/Srvc 4,000 |                    |                 | 4,000          |
|  |                 |                    | <b>Total</b>    | <b>4,000</b>   |