



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

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

School: Garfield

Principal(s): Monica L. Alas

Submit Date: January 11, 2021

Status: Approved

Intervention Focus:

Garfield will provide additional support to increase student achievement by providing direct services with programs that will ensure positive impact in student academic success, student social-emotional engagement, parent involvement and are meeting district and LCAP expectations. Interventions will focus on Tier 2 programs that provide specialized support to students who are struggling to meet standards. Student achievement data from FRSA, Wonders, LEXIA CORE 5, RAPID, grade level assessments and LBUSD Unit Exams for ELA and Math will be used to design literacy classes and RTI interventions to best meet student needs and support student progress towards grade level proficiency. Student interventions will also be designed for students demonstrating difficulty with social-emotional needs to ensure students can access learning in the classroom.

Expected Outcome:

Students will show an increase in reading and math academic scores as well demonstrate a higher level of learning through the integration of technology. Students will increase engagement by showing an increase in the number of students met/exceed ELA or Math unit assessments. Students below grade level performance will meet specific standards-based goals for their perspective grade levels. Students receiving social-emotional support will decrease the number of referrals and meet goals based on their behavior or attendance improvement needs.

Intervention Project Timeline

Ln	Dates	Description	Data Measure(s)
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Ln	Dates	Description	Data Measure(s)
1	08/20/2020 06/30/2021	Interventions at Garfield will focus on Tier 2 programs that include Literacy Teachers to provide specialized support to students who are struggling to meet academic standards derived from the CCSS. Student achievement data from Foundational Reading Skills Assessments, CORE 5, RAPID, 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/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: CORE 5 RAPID FRSA			
Personnel Summary: Teacher - Elementary 1 FTE - Title 1 100%			
Matl/Srvc Summary:			



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Ln	Dates	Description	Data Measure(s)				
			Cost	Statutory Benefits	Health Benefits	Project Totals	
		SSC Approve Date: 02/04/2020					
		Subject: Reading					
			Certificated	102,750	22,297	23,148	148,195
			Classified	0	0	0	0
			Mtls/Srvc	0			0
					Total		148,195



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Ln	Dates	Description	Data Measure(s)
2	08/12/2020 06/30/2021	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-Tier 3 interventions that meet students' specific social, emotional or behavioral needs. Teachers will be provided with 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)

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 interventions 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: 02/04/2020	Certificated 62,954	13,661	13,889	90,504
	Classified 0	0	0	0
Subject: Additional Interventions	Mtls/Srvc 0			0
			Total	90,504



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3	08/20/2020 06/30/2021	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 - LCFF 100%

Matl/Srvc Summary:

	Cost	Statutory Benefits	Health Benefits	Project Totals
SSC Approve Date: 02/04/2020	Certificated 9,063	1,967	2,315	13,345
	Classified 0	0	0	0
Subject: Additional Interventions	Mtls/Srvc 0			0
			Total	13,345



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5	01/11/2021 04/02/2021	A substitute counselor will be hired temporarily until the site counselor can return from a leave of absence. The substitute 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 substitute counselor will also coordinate and execute district and state timelines to complete necessary student testing. The substitute 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. The substitute counselor will also implement SST and attendance team meetings with teachers and family of at-risk students to develop interventions. The expected outcomes of the counselor's work in these areas include increasing the engagement and participation of targeted students through distance learning or in-person using modeled SEL strategies and lessons. Also to monitor progress towards academic, attendance and behavior goals for students participating in SUCSESS and Response to Intervention programs.	Attendance/Chronic Absenteeism Rate Culture-Climate Survey (Student-Staff) Core Curriculum

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: Substitute teacher full day (1) for 60 days - LCFF 100%

Matl/Srvc Summary:

	Cost	Statutory Benefits	Health Benefits	Project Totals
SSC Approve Date: 12/01/2020	Certificated 10,076	2,217	0	12,293
	Classified 0	0	0	0
Subject: Additional Interventions	Mtls/Srvc 0			<u>0</u>



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Ln	Dates	Description	Data Measure(s)
			Total 12,293