



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

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

**School:** Stevenson

**Principal(s):** Nancy M. Dalton

**Submit Date:** December 18, 2020

**Status:** Approved

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**Intervention Focus:**

The focus is to reduce the learning gap for students below proficiency as measured by SBAC, FRSA, Benchmark Assessments, Unit Assessments, and Math facts. The following interventions will supplement core instruction to address low proficiency rates, chronic absenteeism and attendance rates, suspension rates, student social and emotional well-being, self-efficacy and growth mindset, and to decrease the number of students who exhibit at-risk behaviors.

**Expected Outcome:**

We expect student achievement to increase in all core subject areas as measured by district and state assessment data. We expect student engagement to improve in the classroom through a focus on absenteeism, increased parent involvement, and enhanced teacher instruction. We expect school climate to improve through a focus on addressing at-risk behaviors, addressing/improving student social and emotional well-being, parent education and engagement, and implementation of the RTI plan for targeted students.

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**Intervention Project Timeline**

<b>Ln</b>	<b>Dates</b>	<b>Description</b>	<b>Data Measure(s)</b>
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Ln	Dates	Description	Data Measure(s)
1	09/01/2020 06/10/2021	<p>70 FTE Counselor, duties to include:</p> <ul style="list-style-type: none"> <li>-Coordinate academic interventions and intervention team meetings and well as SST's, IEP's or 504 plans to advocate for appropriate services and interventions.</li> <li>-Monitor attendance of chronically absent students. Connect and provide families with needed resources in order to attend school on a regular basis.</li> <li>-Coordinate with community agencies to provide mental health services and provides crisis counseling as needed.</li> <li>-Coordinate student activities and incentive/reward programs.</li> <li>-Coordinate Read Across America, Red Ribbon Week, Career Week.</li> <li>-Monitor attendance concerns, excessive truancies, and coordinates ACT program.</li> <li>-Coordinate intervention programs for English Language Learner and at-risk African American students.</li> <li>-Monitor English Language Learner and at-risk African American students' progress.</li> <li>-Assist school personnel and parents use the available community resources when needed.</li> <li>-Provide discipline support and assists staff with planning in order to meet the individual needs of the most at-risk students.</li> <li>-Assist homeless families/students in collaboration with other staff to access services from the multi-service resource center.</li> </ul> <p>Frequency: 3.5 days a week</p>	<p>Attendance/Chronic Absenteeism Rate            Culture-Climate Survey (Student-Staff)            SEL Survey</p>
<p><b>Person(s) Responsible:</b> Counselor (Implementastion)            Site Administrator (Evaluate and Monitor)</p>			
<b>Frequency:</b>		Daily	<b>SPSA/AM:</b> AM1 Add. Int.
<b>Identified Need:</b>		<ul style="list-style-type: none"> <li>-To increase the number of students meeting or exceeding the target on SBAC. Reclassification, and district assessments.</li> <li>-To improve chronic absenteeism rates and student attendance rates (95.6%).</li> <li>-To improve suspension rates, self-efficacy, social and emotional well-being, and at-risk behaviors.</li> </ul>	
<b>Target Group:</b>		English Learners, Identified At-Risk Students, African-American, All Students	
<b>Monitoring:</b>			



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Ln	Dates	Description	Data Measure(s)			
		-The evaluation process with principal (observation, goals, and progress monitoring of goal attainment). -Bi-Weekly Intervention Team Meeting and Staff Survey. -District assessment data, and safe & Civil data, & parent data shared with SSC, ELAC, and Leadership.				
<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>	02/11/2020		Certificated 73,446	15,938	16,204	105,588
			Classified 0	0	0	0
<b>Subject:</b>	Additional Interventions		Mtls/Srvc 0			0
					<b>Total</b>	<b>105,588</b>



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2	09/01/2020 06/10/2021	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) Basic Services

**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 ( 6 ) for 575 hours annually - LCFF Rec 100%

**Matl/Srvc Summary:**

	Cost	Statutory Benefits	Health Benefits	Project Totals
<b>Certificated</b>	0	0	0	0
<b>Classified</b>	55,752	2,230	0	57,982
<b>Mtls/Srvc</b>	0			0
			<b>Total</b>	<b>57,982</b>

**SSC Approve Date:** SSC Approval not needed with funding used

**Subject:** Additional Interventions



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Ln	Dates	Description	Data Measure(s)
3	09/01/2020 06/11/2021	.40 FTE TOSA (Intervention Teacher) to provide support to EL and At-risk AA students w ho are struggling w ith Reading Language Arts. Collaborate w ith classroom teachers in order to extend instruction and/or provide scaffolded support for struggling students. Provide academic interventions to at-risk students performing below grade level proficiency through daily pullout form the classroom.	SBAC ELA Elementary Reading - FRSA English Reclassification

**Person(s) Responsible:** Intervention Teacher (Implementation)  
 Site Administrator (Evaluate and Monitor)

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

**Identified Need:** Fifty-four percent of Stevenson students did not meet proficiency on the 2018 SBAC ELA assessment. Of this number, 82% of EL students and 52% of AA students scored nearly or not met). Thirty-seven percent of students w ere below grade level on benchmark assessments in June 2018.

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

**Monitoring:** The evaluation process w ith principal (observation, goals, and progress monitoring of goal attainment), student achivement levles on district benchmark assessments, unit assessments, and 2020 SBAC ELA, teacher evaluation of student progress.

**Personnel Summary:** Teacher on Special Assignment (TOSA) .4 FTE - Title 1 100%

**Matl/Srvc Summary:**

	Cost	Statutory Benefits	Health Benefits	Project Totals
<b>SSC Approve Date:</b> 02/11/2020	Certificated 42,574	9,239	9,259	61,072
<b>Subject:</b> Reading	Classified 0	0	0	0
	Mtls/Srvc 0			<u>0</u>



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<b>Ln</b>	<b>Dates</b>	<b>Description</b>	<b>Data Measure(s)</b>
			<b>Total</b>
			<b>61,072</b>



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Ln	Dates	Description	Data Measure(s)
4	09/01/2020 06/10/2021	Allocations for funds for .26 FTE Art TOSA. TOSA will work with all Stevenson students on a bi-weekly basis; focusing on enhancing student engagement. The curriculum focus will be on the integration of Science into a hands-on art program.	Attendance/Chronic Absenteeism Rate Culture-Climate Survey (Student-Staff) Core Curriculum

**Person(s) Responsible:** TOSA (Art Teacher)

**Frequency:** Weekly

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

**Identified Need:** Stevenson students should be given access to a rich visual arts curriculum. Many students excel in this area and can experience success in school. At-risk students who excel in visual arts will experience success, which, in turn, can build growth mind set and engagement in other academic areas.

**Target Group:** All Students, Identified At-Risk Students

**Monitoring:**  
 Student engagement  
 At-risk student attendance  
 Teacher feedback  
 Academic reports  
 2020 CORE Student Survey results

**Personnel Summary:** Teacher on Special Assignment (TOSA) .26 FTE - Title 1 100%

**Matl/Srvc Summary:**

	Cost	Statutory Benefits	Health Benefits	Project Totals
<b>SSC Approve Date:</b> 02/11/2020	Certificated 27,673	6,005	6,019	39,697
<b>Subject:</b> Additional Interventions	Classified 0	0	0	0
	Mtls/Srvc 0			0
			<b>Total</b>	<b>39,697</b>



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5	09/01/2020 06/11/2021	Allocation of \$15,585 to cover employee benefits for a .34 FTE TOSA position. Funding for this position is from The Miller Foundation, and is for salary only. The TOSA assigned to the position will work as an Art teacher providing instruction to all K-5 students. Funding is for the 2019-20 school year.	SBAC ELA Culture-Climate Survey (Student-Staff)

**Person(s) Responsible:** TOSA (Art Teacher)

**Frequency:** Weekly

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

**Identified Need:** Stevenson students should be given access to a rich visual arts curriculum. Many students excel in this area and can experience success in school. At-risk students who excel in visual arts will experience success, which, in turn, can build growth mind set and engagement in other academic areas.

**Target Group:** All Students, Identified At-Risk Students

**Monitoring:**  
 Student engagement  
 At-risk student attendance  
 Teacher feedback  
 Academic reports  
 2020 CORE Student Survey results

**Personnel Summary:**

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

	Cost	Statutory Benefits	Health Benefits	Project Totals
<b>SSC Approve Date:</b> 01/05/2021	0	0	0	0
	0	0	0	0
<b>Subject:</b> Additional Interventions	15,585			<u>15,585</u>





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<b>Ln</b>	<b>Dates</b>	<b>Description</b>	<b>Data Measure(s)</b>
			<b>Total 15,585</b>