



**Continuous Improvement Expenditure Plan
 2018-2019
 INTERVENTION PLAN**

School: Whittier

Principal(s): Damon Jespersen

Submit Date: October 3, 2018

Status: Approved

Intervention Focus:

1. Teacher on special assignment to provide targeted ELA intervention to 3-5 grade English Language Learners and African American students, ELA and Math SBAC preparation support to all 3-5 grade students, and technology support to staff and parents.
2. School Community Worker to assist in building a positive school community, provide interpreting and translating support, and advocate for student needs to the community at large.
3. Psychologist to focus on the social/emotional needs of identified students and to provide assessments of students to determine proper placement and additional support needed.
4. Librarian to provide additional support in the reading content standards area and to help increase student comprehension skills/strategies.
5. Assistant Principal to provide additional support in creating a safe and civil school environment and assisting with student and family needs.

Expected Outcome:

1. Through small group intervention, the TOSA will focus on closing the achievement gap for ELLs and AAs in 3-5 grades. The TOSA will contribute to overall increased SBAC performance for all 3-5 grade students by preparing weekly lessons targeted on test structure, technology navigation, and increasing student testing endurance. In addition, the TOSA will provide assistance to students, staff, and parents in the area of technology and perform routine upkeep of the technology on campus.
2. Through community building efforts, the School Community Worker will assist in increasing parental involvement, community support for Whittier, attendance and communication between the home, school, and community.
3. The social/emotional and academic needs of our students will be met through social skills, motivation, and conflict resolution groups facilitated by the psychologist. Additionally, the psychologist will ensure that students are assessed in a timely manner and placed in the appropriate classroom setting to meet their needs.
4. Student proficiency in reading bookmark assessments and performance on formative/summative tests will increase based on the interventions provided by the librarian.
5. Student civility will increase along with overall school academic achievement based on the support and interventions provided by the assistant principal.

Intervention Project Timeline

Ln	Dates	Description	Data Measure(s)
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1	07/01/2018 06/30/2019	<p>The teacher on special assignment (TOSA) will provide ELA instruction to 3rd, 4th, and 5th grade students to supplement CORE curriculum and prepare students for ELA SBAC testing for half of the day. The teacher will collaborate with classroom teachers and align instruction to classroom instruction. The teacher will create and teach lessons aligned to the CCSS technology standards and teach the technology lessons created by the district. During the other half of the day, the teacher will provide targeted, small group instruction to subgroups of students based on their ELA SBAC scores, ELA Synergy assessment scores, core curriculum weekly and unit assessments, and benchmark scores.</p> <p>The teacher will provide math website resources and technology training to teachers providing after school tutoring to subgroups of students based on their Math SBAC scores, math Synergy assessment scores, and math facts.</p> <p>In addition, The teacher will provide staff and parent workshops on technology use, maintain the district website, and lead the technology committee in meeting the technology needs for the school.</p> <p>Site funds support 1.0 FTE * Specialized position. Qualified teacher's projected actual salary with benefits is \$102,658</p>	SBAC ELA SBAC Math EL Reclassification

Person(s) Responsible: Teacher on Special Assignment

Frequency: Daily

SPSA/AM: AM1 Add. Int.

Identified Need: Technology and supplemental core curriculum to ensure our students are prepared for SBAC assessments and meeting the CCSS technology standards. Staff and parent receive training in the area of technology.

Target Group: Other Targeted Students, African-American, Identified At-Risk Students, English Learners, Special Education, All Students, All Parents

Monitoring: The teacher on special assignment will monitor student progress through assessments related to the skill(s) being taught.

Personnel Summary: Teacher on Special Assignment (TOSA) 1 FTE - EL Support 20%; Title 1 80%

Matl/Srvc Summary:

	Cost	Statutory Benefits	Health Benefits	Project Totals
Certificated	102,765	20,255	20,734	143,754



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Ln	Dates	Description	Data Measure(s)				
			Classified	0	0	0	0
			Mtls/Srvc	0			0
						Total	143,754

SSC Approve Date: 01/29/2018

Subject: Additional Interventions



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Ln	Dates	Description	Data Measure(s)
2	07/01/2018 06/30/2019	The School Community Worker (SCW) will make home visits to investigate causes for student absences and works as a liaison with site administrators to resolve attendance concerns in an effort to increase student achievement. The SCW provides information to and serves as a resource for parents, guardians, and students on programs and services, including community/social services in an effort to increase student achievement. The SCW coordinates with agencies to provide assistance to students and their families in an effort to increase student academic achievement. The SCW provides transportation for parents/guardians to workshops, presentations, or community agencies. The SCW facilitates home-school communication by contacting parents at the request of the school administrators. The SCW serves as administrative designee for ELAC meetings.	Attendance/Chronic Absenteeism Rate Culture-Climate Survey (Parent)

Site funds support 1.0 FTE
 * Projected actual is \$69,722

Person(s) Responsible: School Community Worker

Frequency: Daily

SPSA/AM: AM4

Identified Need: Data - attendance, lack of parent involvement at workshops and conferences shows the need to increase parent involvement and communication. Special outreach will include needs and services for recently arrived EL families.

Target Group: Identified At-Risk Students, Other Targeted Students, African-American, Homeless, All Parents, All Students

Monitoring: Sign-in sheets and logs of parent workshops, phone calls and conferences
 Attendance sheets
 Progress reports/report cards

Personnel Summary: School Community Worker .6 FTE - LCFF 40%; Title 1 60%

Matl/Srvc Summary:

Cost	Statutory Benefits	Health Benefits	Project Totals
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Ln	Dates	Description	Data Measure(s)				
			Certificated	0	0	0	0
		SSC Approve Date: 01/29/2018	Classified	25,077	6,954	12,440	44,471
		Subject: Additional Interventions	Mtls/Srvc	0			0
			Total				44,471



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3	07/01/2018 06/30/2019	The psychologist will facilitate group counseling on topics such as motivation and conflict resolution. He/she identifies students in need of behavioral interventions and provides support to improve student civility. He/she will consult with the parents, teachers, other school personnel, and community agencies to enhance student learning. He/she will deliver psychological services to students. He/she will collaborate with teacher, parent, counselor, outside agencies, and administrator on interventions and next steps for students. The psychologist will identify and assess the learning and development of students and use the assessment data to determine appropriate interventions and class placement for the student.	Attendance/Chronic Absenteeism Rate Culture-Climate Survey (Student-Staff) Culture-Climate Survey (Parent) Basic Services

Site funds support .2 FTE. District funds support .4 FTE. Total FTE at site is 0.6 FTE.

Person(s) Responsible: Psychologist

Frequency: Daily

SPSA/AM: AM2

Identified Need: Students are in need of psychological evaluations, psychological services, and proper class placement.

Target Group: Identified At-Risk Students, Other Targeted Students

Monitoring: Data from assessments and observations collected
 Number of recommendations for additional support for students
 Change in placement data
 Counseling group lists

Personnel Summary: Psychologist .2 FTE - Title 1 100%

Matl/Svc Summary:

	Cost	Statutory Benefits	Health Benefits	Project Totals
SSC Approve Date: 01/29/2018				
Certificated	21,760	4,289	4,147	30,196
Classified	0	0	0	0



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Ln	Dates	Description	Data Measure(s)	
			Mths/Srvc	0
			Total	<u>0</u> 30,196

Subject: Additional Interventions



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4	07/01/2018 06/30/2019	The librarian supplements the core reading program with literary analysis, instruction in accessing, using, and evaluating information, and access to literature and informational text. The librarian also supplements students' literary knowledge development and comprehension skills through narrative presentation, identifying genres, connecting themes, identifying story elements, and use of literary devices (i.e. simile, personification). The librarian also collaborates with teachers in selection of classroom libraries to align with content standards and classroom instruction. The librarian provides test-taking strategies and focuses on developing listening skills through the use of technology for SBAC takers.	SBAC ELA Elementary Reading - Benchmarks

Site funds support 0.2 FTE. District Funds support 0.3 FTE. Total FTE at site is .5 FTE
 *Projected actual is \$22,654

Person(s) Responsible: Teacher Librarian

Frequency: Biweekly

SPSA/AM: AM1 Rdg

Identified Need: Students need additional support in meeting reading content standards and developing comprehension strategies

Target Group: All Students

Monitoring: District developed pre and post tests aligned with developed lessons
 Increase in comprehension scores on district reading benchmark book assessments and formative/summative tests.

Personnel Summary: Librarian .2 FTE - Title 1 100%

Matl/Srvc Summary:

	Cost	Statutory Benefits	Health Benefits	Project Totals
SSC Approve Date: 01/29/2018	Certificated 19,513	3,846	4,147	27,506
Subject: Additional Interventions	Classified 0	0	0	0
	Mtls/Srvc 0			0



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Ln	Dates	Description	Data Measure(s)
			Total
			27,506



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5	07/01/2018 06/30/2019	<p>The assistant principal will provide targeted support to chronically misbehaved students with the highest rate of suspensions by meeting with parents, observing the student in the classroom, providing behavior contracts and classroom support to students with the highest rates of office referrals. He/she will provide additional supervision to address concerns revealed in the CORE survey. He/she will facilitate grade level/staff meetings around professional development and Safe and Civil meetings around CORE survey data to ensure instructional practices and behavior expectations lead to increased student achievement. He/she will develop supplemental professional development materials to enhance teacher's use of strategies to engage students, small group instruction and differentiation.</p> <p>In addition, he/she will coordinate targeted ELA and math intervention for students in grades 3-5 in an effort to better prepare them for SBAC and Synergy assessments.</p> <p>Site funds support 0.6 FTE. District funds support 0.4 FTE. Total FTE is 1.0 FTE. * Projected actual is \$90,563</p>	<p>Culture-Climate Survey (Student-Staff) Culture-Climate Survey (Parent) Core Curriculum</p>

Person(s) Responsible: Assistant Principal

Frequency: Daily

SPSA/AM: AM2

Identified Need: Additional support for students and parents to assist in creating a safe and civil school environment and rigorous learning environment.

Target Group: Identified At-Risk Students, Other Targeted Students, African-American, English Learners, Special Education, All Staff, All Students

Monitoring:
 Decrease in the number of office referrals
 Decrease in the number of suspensions
 Improvement in student achievement
 Grade level and staff meeting agendas

Personnel Summary: Asst. Principal Elementary .6 FTE - LCFF 20%; Title 1 80%

Matl/Srvc Summary:

