



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

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

School: Willard

Principal(s): Jennifer R. Rodarte

Submit Date: November 16, 2019

Status: Approved

Intervention Focus:

According to SBAC data, 80% of the students at Willard are not proficient in Math and 76% of the students are not proficient in ELA. In addition the CORE survey results mirror an intense need for a social and emotional support for the community of learners at this site. The intervention team will take on a proactive approach to support the needs of the students by providing intense interventions in all grades K-5. At each grade level there will be 2 different types of interventions offered to the students based on specific needs of their respective grade levels. This proactive intervention funnel will be monitored by case managers/specialists. Each grade level will have their own specialist providing intervention support as well as a case manager who will serve as a coach that will monitor the progression of each student's proficiency. Those case managers will include psychologist, counselor and principal.

Expected Outcome:

Less Retentions.
Less Special Education Identification.
Less Chronic Absenteeism.
Increase in Proficiency Rates in ELA and Math.

Intervention Project Timeline

Ln	Dates	Description	Data Measure(s)
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Ln	Dates	Description	Data Measure(s)
1	07/01/2019 07/01/2020	Counselor (FTE.70- Title 1) will continue to be a valuable asset to the students, teachers, and parents of Willard by monitoring attendance; maintaining documents for services provided to students such as academic interventions for at-risk students; assist in IEP's and SST's; provide additional support to EL Learners; Improve redesignation rates; Provide additional support on the playground to maintain a safe school environment; provide individual and group counseling ; Attend meetings with the District Attorney to decrease chronically truant students.	EL Reclassification Culture-Climate Survey (Student-Staff) Culture-Climate Survey (Parent) Core Curriculum Basic Services

Person(s) Responsible: Counselor

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

Identified Need: Below are Willard's Index Levels:
 Social Emotional: Self Management Skills 3/10
 Social Emotional Skills: Growth Mind Set 3/10
 EL RE-Designation 3/10
 Suspension Rates 5/10
 Chronic Absenteeism 5/10
 According to SBAC data 60% are not proficient in Math
 According to SBAC data 60% are not proficient in ELA

Target Group: All Parents, All Students, African-American, English Learners, GATE/Excel, Hispanic, Identified At-Risk Students, New comers, Other Targeted Students

Monitoring: Principal

Personnel Summary: Counselor .7 FTE - EL Support 20%; Title 1 80%

Matl/Srvc Summary:

	Cost	Statutory Benefits	Health Benefits	Project Totals
SSC Approve Date: 03/07/2019				
Certificated	72,752	15,686	15,287	103,725
Classified	0	0	0	0
Mtls/Srvc	0			0



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Ln	Dates	Description	Data Measure(s)
			Total 103,725

Subject: Additional Interventions



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Ln	Dates	Description	Data Measure(s)	
			Total	74,174

Subject: Additional Interventions



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Ln	Dates	Description	Data Measure(s)
4	07/01/2019 07/01/2020	IOA Bilingual- Bilingual Office support to help to help parents w ith enrollmet, attendance, communication betw een staff & parents and school safety (Monitoring of the entrance).	Attendance/Chronic Absenteeism Rate Culture-Climate Survey (Parent) Core Curriculum Basic Services

Person(s) Responsible: IOA
 Administration

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

Identified Need: 60% of students at Willard are not meeting basic proficiency in ELA and Math according to SBAC.

Target Group: All Parents

Monitoring: Attendance
 Core Survey (Parents)

Personnel Summary: Intermediate Office Assistant .2 FTE - EL Support 8%; Par Inv 32%; Title 1 60%

Matl/Srvc Summary:

	Cost	Statutory Benefits	Health Benefits	Project Totals
Certificated	0	0	0	0
Classified	8,710	2,650	4,368	15,728
Mtls/Srvc	0			0
			Total	15,728

SSC Approve Date: 03/07/2019

Subject: Additional Interventions

