



# School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California’s ESSA State Plan significantly shifts the state’s approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state’s Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

<b>School Name</b>	Julius Corsini Elementary School
<b>Address</b>	68-750 Hacienda Dr. Desert Hot Springs, CA 92240- 6551
<b>County-District-School (CDS) Code</b>	33-67173-6102560
<b>Principal</b>	Betsy Gomez
<b>District Name</b>	Palm Springs Unified School District
<b>SPSA Revision Date</b>	7/1/2025-6/30/2026
<b>Schoolsite Council (SSC) Approval Date</b>	May 1, 2025
<b>Local Board Approval Date</b>	June 24, 2025

X This certifies that updates to my SPSA are completed

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

# Table of Contents

SPSA Title Page .....	1
Table of Contents.....	3
School Vision and Mission .....	5
School Profile.....	5
Purpose and Description.....	6
Educational Partner Involvement .....	6
Resource Inequities .....	8
Needs Assessment – Review of Performance.....	11
Reflections: Success .....	11
Reflections: Identified Need .....	12
School and Student Performance Data .....	15
Student Enrollment.....	15
Student Population .....	17
Overall Performance .....	18
English Language Arts .....	20
Mathematics .....	22
English Learner Progress.....	24
Chronic Absenteeism .....	25
Suspension Rate.....	27
Annual Review and Update .....	29
Goal 1 – Increased Academic Achievement .....	29
Goal 2 – Parent Engagement.....	42
Goal 3 – Safe and Healthy Learning Environment.....	46
Goals, Strategies, & Proposed Expenditures.....	59
Goal 1.....	59
Goal 2.....	71
Goal 3.....	77
Centralized Services for Planned Improvements in Student Performance .....	88
Budget Summary and Consolidation .....	90
Budget Summary .....	90
Allocations by Funding Source.....	90
Other Federal, State, and Local Funds .....	90
Expenditures by Funding Source .....	92
Expenditures by Budget Reference .....	93
Expenditures by Budget Reference and Funding Source .....	94
School Site Council Membership .....	95

Recommendations and Assurances .....96

Title I and LCFF Funded Program Evaluation .....97

Instructions.....109

    Instructions: Linked Table of Contents.....109

    Purpose and Description .....109

    Educational Partner Involvement .....110

    Resource Inequities .....110

Goals, Strategies, Expenditures, & Annual Review .....110

    Annual Review .....112

    Budget Summary .....112

    Appendix A: Plan Requirements .....114

    Appendix B:.....116

    Appendix C: Select State and Federal Programs .....118

# School Vision and Mission

The collaborative, professional staff of Corsini Elementary School, in partnership with our students, families, and community, will provide a rich, high quality instruction based on the Common CORE standards in a safe, student-centered learning environment.

Julius Corsini Elementary's Vision Statement: Julius Corsini Elementary supports a respectful, inclusive and engaging environment where academic achievement and positive social interactions foster confidence, responsibility, and student success.

## School Profile

Julius Corsini Elementary School is in Desert Hot Springs, a community located in the northwest corner of the Coachella Valley, in southern California. Desert Hot Springs has a population of approximately 28,000. The two-story classroom buildings at Julius Corsini Elementary School currently serves approximately four hundred and fifty students in Transitional Kindergarten through Fifth Grades. The Transitional Kindergarten complex is comprised of two classrooms with a separate playground. 97.6% of our students receive free and/or reduced lunch and 30.3% of our students are designated as English Language Learners. Julius Corsini will remain on a 2-1-2 weekly calendar this school year. This means that every Wednesday, the students will be released early so that administration and teachers can attend professional development opportunities, student data meetings, grade-level collaboration, and faculty meetings. The time set aside every Wednesday will be from 12:30 p.m. until 2:30 p.m.

All classrooms at Julius Corsini Elementary have View Sonics and access to wireless internet. Programs and websites are available for student use. Each student in grades TK-5 has 1:1 access to a Chrome Book. Currently, all teachers have a personal laptop and have participated in training to use the various technology tools and programs available.

Julius Corsini Elementary is a Title I school site. All students are monitored regularly to ensure that their reading and mathematics needs are met through classroom practices and school interventions. Teachers use the Student Study Team to help identify students needing additional academic and behavioral support. English Language Learners receive full instruction in English.

For the 2025-2026 school year, Julius Corsini will be aligned with the Palm Springs Unified School District's Local Control Accountability Plan (LCAP). The LCAP describes how the district intends to meet annual goals for all pupils, the specific activities to address state and locally identified priorities. Areas of focus for the purpose of increasing proficiency levels for all students will include:

(1) Having all students actively engaged in learning during the instructional day; (2) Building teacher capacity to engage students by using specific and targeted learning strategies; (3) Extend learning time and active engagement of students through technology; (4) Utilize formative and summative benchmark assessments to gauge students' learning needs, as well as achievement levels and plan instruction based on those needs to assist students in mastering the rigor of the standard; & (5) Targeting students for interventions in reading and mathematics to provide additional scaffolds and supports to bridge learning gaps that may exist.

School-wide programs include:

We provide a Structured English Immersion program for English learners in which all classroom instruction is provided in English, but with a curriculum and a presentation designed for pupils who are learning English. Students are offered a strong, structured, sequential English Language Development (ELD) program and access to grade-level academic subject matter content.

Our Transitional and Kindergarten programs are full days. Students are instructed in building phonics and phonemic awareness, fluency, vocabulary, comprehension, writing, and mathematics. Instructional strategies are supported through Foundational Skills Routines. Professional development for teachers and instructional reinforcement of learned academics in reading, writing, and mathematics are part of the full program TK-5th.

All second-grade students are blanket tested to determine GATE identification.

For Special Education students, we have an Early Childhood class and three Special Day Classes (SDC) for students in grades K-5 with moderate to severe needs that cannot be met in the general education classroom. RSP support is

provided for all students on IEPs who meet the criteria for needing special education services while the majority of their needs can be met in the general education classroom setting. Instruction within a collaborative service delivery model reflects content and performance standards and ensures access to the core curriculum for all students. The Resource Specialist provides support to students through collaboration with the classroom teacher and through direct services that reflect the support identified in the IEP. Our Speech and Language providers are also on-site to support students on an IEP with speech articulation, Language, and communication needs. Students receiving special education services in the Special Day Class (SDC) setting receive some instruction (as appropriate) for both academics and social achievement within the general education classroom setting for portions of the academic day. The materials utilized for the collaboration model are purchased jointly through the special education department and site funds.

Students not receiving special education services from a Resource Specialist, but who are significantly at risk of underperforming academically, are targeted during our Tier 2 classroom interventions focusing on ELA and math skills. This includes our schoolwide ELA intervention, a 60-minute intervention block in the classroom. Classroom teachers are consistently assessing student growth in reading comprehension in order to provide guided reading support during the ELA intervention block and increase student reading proficiency for struggling students. For students needing additional reading support, we have a Reading Intervention teacher and one paraprofessional providing Tier 2 pull-out reading support throughout the day for qualified general education students in grades 1-5.

Instruction within a collaborative service delivery model reflects content and performance standards and ensures access to the core curriculum for all students. Students' performance is evaluated by utilizing curriculum-embedded assessments, district performance indicators, and CAASPP data. Staff work together as grade level and vertical teams to collaborate on instructional strategies and interventions that meet individual student needs while promoting critical thinking, social and emotional development, and an overall love of learning.

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Targeted Support and Improvement

Student groups identified: Students with Disabilities, White, and African American Student Groups

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Julius Corsini Elementary School Site Council Site Council (SSC) meets regularly during the school year to review and update the school plan including proposed expenditures of Title I funds. School goals are based upon results from a schoolwide comprehensive needs assessment that includes an analysis of verifiable state data, including information displayed on the CA School Dashboard and CDE DataQuest. Other district and school data, including interim and common formative assessment results, are utilized to measure and monitor student progress throughout the school year. School goals are aligned with PSUSD LCAP goals and include the same metrics/indicators. Input is solicited from educational partners, including school advisory committees such as the ELAC and School Leadership team. The Julius Corsini Elementary School Plan addresses how LCFF and Title I funds will be used to improve the academic performance of all students and close student group achievement gaps.

## Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### Involvement Process for the SPSA and Annual Review and Update

This SPSA was created with significant stakeholder input and evaluation of current goals/actions over the course of the 2024-25 school year by members of the School Site Council (SSC), English Language Advisory Committee (ELAC), school leadership team as well as input from other staff, students and community members.

School Site Council met on the following dates to review the current SPSA and discussed modifications/future actions that were used in creating the new SPSA:

8/23--9/6 School Site Council Nominations - We had 4 parent/community and 2 staff openings this school year. The nomination form was sent online through a Google form for parents and another to all staff members to reflect the openings.

9/8-9/13 School Site Council Elections - Following nominations, the ballot was sent as a Google form for parents to vote for parent/community members and staff to vote for staff members. Results were collected electronically and results were posted for parents, staff, and community members.

9/23 SSC #1 -Introduction and district training of SSC

9/26 SSC #2 -Election of SSC officers, Review and input on SPSA revisions. Review Title 1 Parent & Family Engagement Policy and Home-School Compact, Uniform Complaint Procedures, SSC Bylaws, attendance plan, Safe School Plan, and review and input on the SPSA fall revision.

10/26 SSC #3 - Review of data and approval of SPSA Fall revisions.

3/11 SSC #4 - Equity Multiplier Presentation and Input

5/1 SSC #5 - Equity Multiplier Presentation, TSI & Input, budget presented, needs assessment, and approval of SPSA, including Equity Multiplier budget. SSC reviewed ELAC recommendations and determined to do the following: add a parent workshop to provide workshops to educate parents and guardians of English Learners about the redesignation process for English language proficiency.

Based on the evaluation of the implementation and effectiveness of the SPSA Actions (see Annual Evaluation and Needs Assessment section) and the review of the CA School Dashboard, district benchmarks, and Panoramic survey our School Site Council noted the following actions to be implemented in the coming year's SPSA:

1. Continue funding 3 supervision positions for the next year, in addition to the 2 supervision funded by the district, adjusting the schedule as needed to provide the best supervision practices and opportunities for collaboration. Continue with the increased supervision hours to assist with maintaining trained personnel.
2. Continue providing supplemental materials and supplies based on the established tiered approach to address the varied needs of students and staff at various levels throughout the school year.
3. Continue providing support for intervention tier 2 interventions based on proven effectiveness in data. Continue focusing on intervention for learning gaps.
4. Continue providing increased support for student behavior needs by continued funding of a behavior paraprofessional to work with students who are struggling with following established expectations in/out of the classroom.
5. Continue providing additional mental health support for students struggling with social and emotional needs.
6. Continue to provide professional development in Reading, writing, and math and provide reading, writing, and math materials and resources
7. Continue providing teachers with extra collaboration time to analyze data and plan and discuss best practices, strategies, and next steps in instruction
8. Continue to train staff and implement Capturing Kids Hearts schoolwide
9. Continue with Solution Tree for PLCs to ensure ongoing professional growth and effective collaboration within the school community.

ELAC Meeting Dates and Topics:

9/23/24 ELAC #1-ELAC training with Dr. Feffer, nominations & election of ELAC members & DELAC representative, school attendance

11/12/24 ELAC #2-Approval of minutes, school data review/dashboard, ELL program structure at JCES, review of SPSA/budget

2/6/25 ELAC #3-Approval of minutes, EL needs assessment, SPSA input for SSC (we did not have a quorum to present to SSC)

4/24/25 ELAC #4-Approval of minutes, EL needs assessment, finalize ELAC input document for presentation to the SSC, budget review, Equity Multiplier input, and TSI input

Based on reclassification data and CA Dashboard data the ELAC noted that the school was making progress in meeting the needs of English Language Learners overall. They would like the school to continue to look for opportunities to provide the following:

1. Increase attendance and educate parents on the importance of attendance
2. Continue educating parents on the different assessments and skills students are being asked to perform to be proficient
3. Continued paraprofessional support and translation services
4. Continue aiding families on how to best support students at home

Equity Multiplier funds are noted in the district LCAP. An Equity Multiplier staff meeting was held on 2/26/25 to review the areas of need and brainstorm actions to address those needs. The information was further discussed with the Leadership Team on 4/21/25, SSC on 3/11/25 and 5/1/25, and ELAC on 4/24/25.

Targeted Support and Improvement (TSI) meetings were held to review the areas of need and brainstorm actions to address those needs. The information was shared with the Leadership Team on 2/24/25, staff on 2/26/25, SSC on 4/29/25, and ELAC on 4/24/25.

The TSI meeting included:

The TSI process

School placement and improvement needed

Continuous improvement and paths to improvement needed

Conducted needs assessments and gathering input

At these meetings, needs assessments were completed, and brainstormed actions to improve attendance and ELA, Math (EL and Hispanic student group), Suspension rate, Chronic Absenteeism, and ELPI.

Leadership team meets monthly- Review of data and input for Fall SPSA revision was collected and input from SSC was reviewed

Needs assessment was collected in fall, winter, and spring

Equity Multiplier information was shared with needs assessment and SPSA input

TSI Input

Needs Assessment input included:

-More Math Intervention Resources

-More Reading Intervention

-Math Computer Program

-Full time Kindergarten Paraprofessionals

-Part time 1st grade Paraprofessionals

-Full-time FACES/Community Liaison

-More EL Support

-Special Education Resources

-Wellness Center

-ELL Parent/Student Supports

-Math Curriculum Revision

-Additional Math/ELA training

-Benchmark Diagnostic for math

-Cross-curricular planning support for instruction

-More school-wide and class-wide incentives for absenteeism

-After school tutoring using research based strategies for EL's

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Through our updated needs assessment, we have identified continued and emerging resource inequities among several student groups, specifically within ELA, Math, Chronic Absenteeism, Suspension Rate, and ELPI. The 2024 CA School Dashboard and internal data highlight persistent gaps in academic achievement and engagement.

Notably, Julius Corsini Elementary has exited Comprehensive Support and Improvement (CSI) status and is now identified for Targeted Support and Improvement (TSI). This transition reflects progress in key areas while also recognizing the need for continued support. The student groups identified under TSI for the 2025–2026 school year are Students with Disabilities (SWD), White, and African American students, based on persistent underperformance in multiple indicators.

Our **\*\*All Students\*\*** group continues to perform significantly below standard:

- ELA: -86.7 points (13.9 point improvement)

- Math: -96.9 points (5.2 point improvement)
- Chronic Absenteeism: 53.6% (3.2% decrease)
- Suspension Rate: 3% (0.3% decrease)
- ELPI: 45.3% (10.9% increase)

Disaggregated data reveals further inequities:

- **\*\*Students with Disabilities (SWD)\*\***, identified as a TSI group, continue to show the greatest need:
  - ELA: -140.2 points (+23.9)
  - Math: -174.5 points (-26.7)
  - Chronic Absenteeism: 60.6% (+2.6)
  - Suspension Rate: 2.9% (+1%)
- **\*\*English Learners (EL)\*\***:
  - ELA: -114.5 points (-6.8 pts)
  - Math: -126 points (-25.4 pts)
  - Chronic Absenteeism: 43.4% (-8.5)
  - Suspension Rate: 0.7% (-0.8)
  - ELPI: 45.3% (+10.9)
- **\*\*Hispanic students\*\*** (largest ethnic subgroup):
  - ELA: -93.9 points (+16.5)
  - Math: -106.7 points (-9.6)
  - Chronic Absenteeism: 52.3% (-3%)
  - Suspension Rate: 1.3% (-0.6%)
- **\*\*African American students (TSI)\*\***:
  - ELA: -48.7 points (+36.2 pts)
  - Math: -37.6 points (+53.4 pts)
  - Chronic Absenteeism: 62.3% (-4.4%)
  - Suspension Rate: 6.8% (+1.4%)
- **\*\*White students (TSI)\*\***:
  - ELA: -55.6 points (-3.3 pts)
  - Math: -81.8 points (-31.8 pts)
  - Chronic Absenteeism: 47.6% (-7.6%)
  - Suspension Rate: 9.1% (+2.1%)
- **\*\*Homeless students\*\*** :
  - ELA: -68.8 points (+20.8 pts)
  - Math: -105.6 points (-12.8 pts)
  - Chronic Absenteeism: 68.8% (+13.9%)
  - Suspension Rate: 1.8% (-1.3%)

This data highlights an urgent need to address persistent academic underperformance in ELA and Math for Students with Disabilities, English Learners, and Homeless students. Chronic Absenteeism continues to be a barrier to success across nearly all student groups, with the highest rates found among Homeless (68.8%), African American (62.3%), and SWD (60.6%) populations. Increases in suspension rates for African American and White students further indicate the need for continued SEL and relationship-centered supports.

These inequities emphasize the importance of maintaining and refining our efforts in the following areas:

- Data-driven instructional practices and targeted interventions
- Continue strengthening PLC collaboration through Solution Tree strategies
- Focused support from Literacy and Academic Coaches
- Tiered attendance supports with family outreach
- Positive Behavior Interventions & Supports (PBIS) and Capturing Kids' Hearts implementation
- Increased engagement and resources for Homeless and Foster Youth students

Goal 1 (24–25 Plan): Addressing Academic Resource Inequities

We have addressed these inequities through the following specific actions:

- Our Academic Coach will continue to support general and special education teachers in identifying and delivering differentiated strategies that scaffold student learning needs, especially for AA, White, and SWD student groups.
- Our Literacy Coach, funded through LCRS, will continue to lead individual and grade-level collaboration focused on assessment, data analysis, small group instruction, and home literacy engagement. The Literacy Coach will also support the Student Study Team with strategies for students below grade level.
- Professional development will target evidence-based instructional practices aligned to student data.
- Reading Intervention support will continue to be provided for students meeting academic risk criteria.
- We will continue using Solution Tree PLC professional development to strengthen data analysis, collaboration, and instructional planning both within and across grade levels.
- Additional planning time and essential materials will be provided by grade level to support data-driven instruction and address subgroup-specific academic needs.

### Goal 3 (24–25 Plan): Addressing Chronic Absenteeism and Suspension Rate

We identified a resource inequity within our All Students group in Chronic Absenteeism, which remains one of our largest needs. Based on 2024 Dashboard data, Chronic Absenteeism for All Students is 53.6%, with subgroup rates as high as:

SWD: 60.6%

African American Students: 62.3%

White Students: 47.6%

EL Students: 43.4%

Hispanic Students: 52.3%

Our Tier 2 team continued using the SART/SARB process in 2024–25 to intervene with students showing persistent chronic absenteeism. We also worked with RCOE to help support data collection, empathy interviews, and needs assessments.

In Goal 3, we have outlined the following actions:

- The school counselor and Family Engagement Specialist will continue proactive outreach to families with chronic absenteeism histories and offer personalized support and resources.
- The importance of daily attendance and its impact on academic success will be emphasized in family engagement efforts, and students will be recognized for meeting individual and school-wide attendance goals.
- We will continue school-wide implementation of Capturing Kids Hearts, including expanding staff leadership and ongoing professional development. This relationship-based initiative supports positive school climate and helps reduce both absenteeism and suspensions.

### Academic STAR Data (Local) in Subgroups:

#### STAR Reading

White subgroup: STAR Reading increased from 36.8% (Winter 2023–24) to 40% (Winter 2024–25)

Latinx subgroup: STAR Reading increased from 15.8% (Winter 2023-24) to 33.6% (Winter 2024–25)

African American subgroup: STAR Reading increased from 33.3% (Winter 2023-24) to 68.8% (Winter 2024–25)

Students with Disabilities increased from 0% (Winter 2023–24) to 13.8% (Winter 2024–25)

English Language Learners increased from 9.6% (Winter 2023-24) to 16.9% (Winter 2024–25)

#### STAR Math

White subgroup: STAR Math decreased from 38.1% (Winter 2023–24) to 17.4% (Winter 2024–25)

Latinx subgroup: STAR Math decreased from 25.4% (Winter 2023-24) to 20.9% (Winter 2024–25)

African American subgroup: STAR Math decreased from 44.4% (Winter 2023-24) to 30.4% (Winter 2024–25)

Students with Disabilities decreased from 11.1% (Winter 2023–24) to 8.8% (Winter 2024–25)

English Language Learners decreased from 13.4% (Winter 2023-24) to 6.8% (Winter 2024–25)

### Chronic Absenteeism:

Local data shows a decrease from 55.7% in May 2024 to 51.3% in May 2025, though rates remain significantly high across all student groups.

#### Ongoing Commitments

These inequities emphasize the need for:

Consistent academic coaching and intervention

Intentional support for EL, SWD, and underperforming subgroups

Focused family engagement  
Sustained attendance initiatives  
Continued professional development grounded in student data  
We will maintain our focus on these key actions and adjust strategies in response to ongoing assessment data and stakeholder input.

## Needs Assessment – Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school proudest of, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for student groups, including low-income students, English learners, and foster youth have led to improved performance for these students.

Based on a review of the California School Dashboard state indicators, local data, and progress toward the SPSA goals, Julius Corsini Elementary is proudest of the following areas of improvement:

### **\*\*Highlights of Schoolwide Progress\*\***

#### 1. Reduced Suspension Rate

Our school's current local suspension data shows a suspension rate of 1.1%, which reflects a 1.5 percentage point decrease compared to the same time last year. This reduction demonstrates a continued commitment to restorative practices, proactive behavior supports, and the implementation of programs like Capturing Kids' Hearts and the Pyramid of Success that strengthen school culture and relationships.

#### 2. Decrease in Chronic Absenteeism

The chronic absenteeism rate stands at 48.8%, which is a 6.2 percentage point improvement from this time last year. This improvement can be attributed to increased family engagement efforts, incentives for attendance, and outreach by the school team to support families facing attendance barriers.

#### 3. Growth in Student Academic Progress (STAR Assessment)

Significant gains are evident in the District STAR assessments across all grade levels in Math and ELA, particularly between the Fall 2024 and Winter 2025 windows. Examples include:

##### -5th Grade ELA STAR:

- Level 1 decreased from 52% to 42%, and EL students in Level 1 dropped from 75% to 65%.
- Increase in Level 2 and Level 3 shows positive movement toward proficiency.

##### -5th Grade Math STAR:

-Level 1 decreased from 73% to 68% and increased in level 4

##### -4th Grade ELA:

- Level 1 decreased from 66% to 64%, and EL Level 1 decreased from 89% to 85%.
- Increase in Level 4 from 4% to 9%

##### -3rd Grade Math STAR:

- Level 1 slightly decreased from 69% to 68%, while Level 4 increased from 3% to 7%.

##### -3rd Grade ELA STAR:

-Level 1 decreased from 71% to 63%, and levels 3 and 4 increased.

These trends highlight how instructional shifts, ongoing professional learning through LETRS, extra focused planning, and the use of data-driven instruction during PLCs are beginning to show impact.

Targeted Group Success: English Learners and SED

## Reflections: Success

- The ELPI (English Learner Performance Indicator) on the Dashboard shows 45.3% of EL students making progress — a +10.9% increase.
- EL students also improved by +20.8 points in ELA on the Dashboard — indicating stronger Tier 1 supports and small-group scaffolds are helping.
- Suspension rates for EL students are low at 0.7%.
- For socioeconomically disadvantaged students (SED), ELA improved by +14.7 points, showing the school's interventions and support structures are having a broad impact.

#### Sustaining and Building on These Gains

To maintain and build upon this success, the school will continue to:

- Strengthen Tier 1 instruction through PLC collaboration focused on essential standards, use of formative data, and structured protocols (e.g., Solution Tree strategies).
- Continue to implement targeted small-group instruction and scaffolding for ELs, ensuring alignment to ELD standards and access to grade-level content.
- Continue to focus on supporting LETRS training and coaching cycles to improve foundational literacy instruction.
- Monitor and celebrate attendance growth using a tiered system of support and parent outreach.
- Support positive behavior and reduce suspensions by reinforcing PBIS strategies, CKH practices, and consistent behavior expectations.

Referring to the California School Dashboard, identify: (a) any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or any areas that the school has determined need significant improvement based on review of state indicators, local performance indicators or other local indicators AND (b) identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the school planning to take to address these areas of low performance and performance gaps?

Based on the 2024 California School Dashboard, the following indicators reflect an overall low performance and are areas identified for improvement:

- Math (All Students):

Overall performance is in the Red with a score of -96.9 points below standard, showing a decline of 5.2 points from the previous year.

- ELA (All Students):

Overall performance is in the Orange at -86.7 points below standard, but showed improvement of +13.9 points.

- Chronic Absenteeism (All Students):

In the Orange performance category at 53.6%, though there was an improvement of 3.2 percentage points from the prior year.

Note: Local data reflects further growth to 48.8%, a 6.2 percentage point improvement from this time last year.

- Suspension Rate (All Students):

In the Green category at 3%, with a slight decline of 0.3%, and even stronger local data shows a current rate of 1.1%, a 1.5-point improvement from last year.

#### Student Groups with Performance Two or More Levels Below "All Students"

The following student groups had performance that was two or more levels below the performance of all students:

- Students with Disabilities (SWD) (TSI Group):

## Reflections: Identified Need

- ELA: -140.2 points below standard (Red, 2+ levels below “All” at -86.7)
  - Math: -174.5 points (Red, 2+ levels below “All” at -96.9)
  - Chronic Absenteeism: 60.6%, significantly higher than “All” at 53.6%
  - SWD are in Targeted Support and Improvement (TSI) status.
- English Learners (ELs):
  - ELA: -114.5 points (Red, over 2 levels below “All”)
  - Math: -126 points (Red)
  - Chronic Absenteeism: 43.4%, though improved, remains a concern.
- Homeless Students:
  - ELA: -68.8 points (improved by +20.8 points, but still in Orange)
  - Math: -105.6 (Red)
  - Chronic Absenteeism: 68.8% — significantly higher than all other groups.
- African American (AA) Students (TSI Group):
  - ELA: -48.7 points, increased 36.2 (No reporting color)
  - Math: -37.6, increased 53.4 pts (No reporting color)
- Suspension Rate: 6.8% (Red, increased 1.4%)
- White Student Group (TSI Group):
  - ELA: -55.6 points, declined 3.3 points (No reporting color)
  - Math: -81.8 points, declined 31.8 points (No reporting color)
- Suspension Rate: 9.1% (Red, increased 2.1%)

#### Planned Schoolwide Actions to Address Low Performance and Close Gaps

To address the areas of concern and close performance gaps, Julius Corsini Elementary is taking the following intentional and targeted actions:

##### 1. Improving Tier 1 Instruction:

- Use of structured PLC time to unpack essential standards, analyze student data, and plan differentiated instruction.
- Data-driven instructional cycles tied to STAR benchmarks and classroom formative assessments.
- Strengthening implementation of Science of Reading strategies to improve foundational literacy, especially for SWD and ELs.

##### 2. Focused Support for English Learners & SWD:

- Expand integrated and designated ELD time with clear scaffolds and academic language supports.
- Provide targeted small group instruction for SWD using high-leverage strategies and UDL principles.
- ELPI data (45.3% making progress) is encouraging, and the school plans to maintain that trajectory by ensuring access to core instruction with ELD support.

##### 3. Chronic Absenteeism Support & Family Engagement:

- Maintain focus on reducing absenteeism through incentives and ongoing family communication.
- Collaborate with community liaisons and case managers to support homeless students and families experiencing barriers to attendance.

##### 4. Ongoing MTSS Support:

- Leverage school counselor and support staff to monitor and respond to students with chronic absenteeism, repeated behavioral issues, or academic risk.
- Increase intervention blocks and push-in/pull-out services for struggling student groups, especially in math.

##### 5. Professional Development:

- Ongoing coaching and PD for teachers focused on:
- Differentiation for SWD, White, AA and EL student groups
- Restorative practices to further reduce suspensions
- Engagement strategies to reduce off-task behavior and absenteeism

While Julius Corsini Elementary celebrates progress in areas like ELA growth, reduced suspensions, and improved attendance, the data makes clear that SWD, ELs, and Homeless students continue to face significant academic and attendance challenges. The school is committed to intensifying instructional support, improving inclusive practices, and ensuring access to learning for all students—especially those furthest from opportunity.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.52%	0%	0.26%	2	0	1
African American	10.70%	10.27%	9.02%	41	42	35
Asian	%	0.24%	0.52%		1	2
Filipino	0.26%	0%	0.26%	1	0	1
Hispanic/Latino	76.24%	76.77%	77.06%	292	314	299
Pacific Islander	%	0.24%	%		1	
White	8.09%	8.56%	9.02%	31	35	35
Multiple/No Response	4.18%	3.91%	3.87%	16	16	15
	<b>Total Enrollment</b>			383	409	388

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	71	69	56
Grade 1	53	67	53
Grade 2	69	56	69
Grade3	69	75	53
Grade 4	64	80	64
Grade 5	57	62	73
<b>Total Enrollment</b>	383	409	388

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	118	124	118	27.00%	30.8%	30.4%
Fluent English Proficient (FEP)	34	22	21	11.70%	8.9%	5.4%
Reclassified Fluent English Proficient (RFEP)				17.0%		

# School and Student Performance Data

## Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
388	94.1%	30.4%	2.3%
Total Number of Students enrolled in Julius Corsini Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	118	30.4%
Foster Youth	9	2.3%
Homeless	29	7.5%
Socioeconomically Disadvantaged	365	94.1%
Students with Disabilities	37	9.5%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	35	9%
American Indian	1	0.3%
Asian	2	0.5%
Filipino	1	0.3%
Hispanic	299	77.1%
Two or More Races	15	3.9%
Pacific Islander	0	0.0%
White	35	9%

### Conclusions based on this data:

1.

# School and Student Performance Data

## Overall Performance

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

### 2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p><b>English Language Arts</b></p>  <p>Orange</p>	<p><b>Graduation Rate</b></p>	<p><b>Suspension Rate</b></p>  <p>Green</p>
<p><b>Mathematics</b></p>  <p>Red</p>	<p><b>Chronic Absenteeism</b></p>  <p>Yellow</p>	
<p><b>English Learner Progress</b></p>  <p>Green</p>		
<p><b>College/Career</b></p>		

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Academic Performance English Language Arts

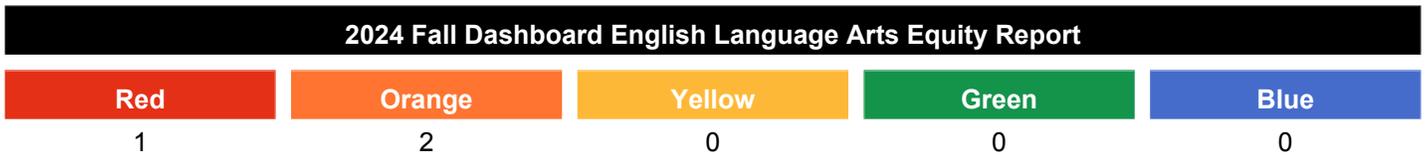
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>86.7 points below standard</p> <p>Increased 13.9 points</p> <p>173 Students</p>	<p><b>English Learners</b></p> <p>Red</p> <p>114.5 points below standard</p> <p>Declined 6.8 points</p> <p>59 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>7 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>68.8 points below standard</p> <p>Increased 20.8 points</p> <p>17 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>86.8 points below standard</p> <p>Increased 14.7 points</p> <p>172 Students</p>

<p><b>Students with Disabilities</b></p>  <p>No Performance Color</p> <p>140.2 points below standard</p> <p>Increased 23.9 points</p> <p>19 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>48.7 points below standard</p> <p>Increased 36.2 points</p> <p>13 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>93.9 points below standard</p> <p>Increased 16.5 points</p> <p>135 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>55.6 points below standard</p> <p>Declined 3.3 points</p> <p>18 Students</p>

**Conclusions based on this data:**

1.

# School and Student Performance Data

## Academic Performance Mathematics

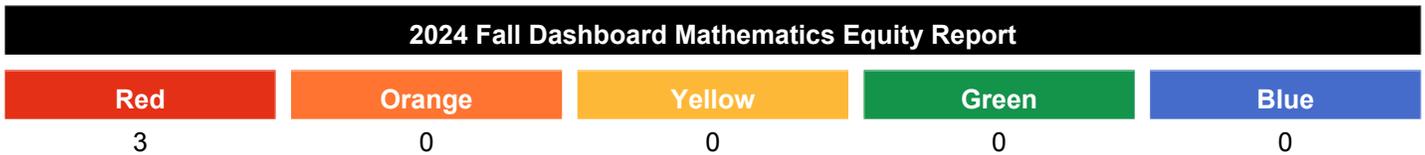
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Red</p> <p>96.9 points below standard</p> <p>Declined 5.2 points</p> <p>175 Students</p>	<p><b>English Learners</b></p> <p>Red</p> <p>126.0 points below standard</p> <p>Declined 25.4 points</p> <p>61 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>7 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>105.6 points below standard</p> <p>Declined 12.8 points</p> <p>18 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Red</p> <p>96.7 points below standard</p> <p>Declined 4.6 points</p> <p>174 Students</p>

<p><b>Students with Disabilities</b></p> <p> No Performance Color</p> <p>174.5 points below standard</p> <p>Declined 26.7 points</p> <p>19 Students</p>	<p><b>African American</b></p> <p> No Performance Color</p> <p>37.6 points below standard</p> <p>Increased 53.4 points</p> <p>13 Students</p>	<p><b>American Indian</b></p> <p> No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p><b>Asian</b></p> <p> No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p><b>Filipino</b></p> <p> No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p><b>Hispanic</b></p> <p> Red</p> <p>106.7 points below standard</p> <p>Declined 9.6 points</p> <p>136 Students</p>
<p><b>Two or More Races</b></p> <p> No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p>	<p><b>Pacific Islander</b></p> <p> No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p> <p> No Performance Color</p> <p>81.8 points below standard</p> <p>Declined 31.8 points</p> <p>18 Students</p>

**Conclusions based on this data:**

1.

# School and Student Performance Data

## Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2024 Fall Dashboard English Learner Progress Indicator	
<b>English Learner Progress</b>  Green 45.3% making progress. Number Students: 95 Students	<b>Long-Term English Learner Progress</b>  No Performance Color making progress. Number Students: 0 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2024 Fall Dashboard Student English Language Acquisition Results			
<b>Decreased One ELPI Level</b>	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b>	<b>Maintained ELPI Level 4</b>	<b>Progressed At Least One ELPI Level</b>
14.7%	40%	0%	44.2%

### Conclusions based on this data:

- 1.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<b>All Students</b>  Yellow 53.6% Chronically Absent Declined 3.2 468 Students	<b>English Learners</b>  Orange 43.4% Chronically Absent Declined 8.5 143 Students	<b>Long-Term English Learners</b>  No Performance Color 0 Students
<b>Foster Youth</b>  No Performance Color 54.2% Chronically Absent Increased 4.2 24 Students	<b>Homeless</b>  Red 68.8% Chronically Absent Increased 13.9 48 Students	<b>Socioeconomically Disadvantaged</b>  Orange 54.2% Chronically Absent Declined 2.5 443 Students

<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>60.6% Chronically Absent</p> <p>Increased 2.6</p> <p>66 Students</p>	<p><b>African American</b></p>  <p>Orange</p> <p>62.3% Chronically Absent</p> <p>Declined 4.4</p> <p>53 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>52.3% Chronically Absent</p> <p>Declined 3</p> <p>352 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>70.6% Chronically Absent</p> <p>Increased 3.9</p> <p>17 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>Orange</p> <p>47.6% Chronically Absent</p> <p>Declined 7.6</p> <p>42 Students</p>

**Conclusions based on this data:**

1.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

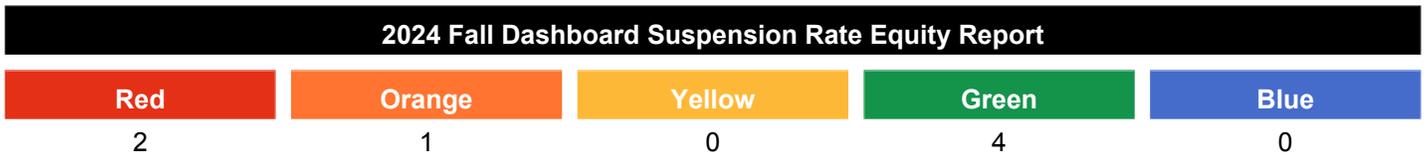
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p> Green</p> <p>3% suspended at least one day</p> <p>Declined 0.3%</p> <p>498 Students</p>	<p><b>English Learners</b></p> <p> Green</p> <p>0.7% suspended at least one day</p> <p>Declined 0.8%</p> <p>148 Students</p>	<p><b>Long-Term English Learners</b></p> <p> No Performance Color</p> <p>0 Students</p>
<p><b>Foster Youth</b></p> <p> No Performance Color</p> <p>13.3% suspended at least one day</p> <p>Declined 1.7%</p> <p>30 Students</p>	<p><b>Homeless</b></p> <p> Green</p> <p>1.8% suspended at least one day</p> <p>Declined 1.3%</p> <p>55 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p> Green</p> <p>3% suspended at least one day</p> <p>Declined 0.5%</p> <p>473 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>2.9% suspended at least one day</p> <p>Increased 1%</p> <p>69 Students</p>	<p><b>African American</b></p>  <p>Red</p> <p>6.8% suspended at least one day</p> <p>Increased 1.4%</p> <p>59 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p><b>Hispanic</b></p>  <p>Green</p> <p>1.3% suspended at least one day</p> <p>Declined 0.6%</p> <p>372 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>10.5% suspended at least one day</p> <p>Declined 3.8%</p> <p>19 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>Red</p> <p>9.1% suspended at least one day</p> <p>Increased 2.1%</p> <p>44 Students</p>

**Conclusions based on this data:**

1.

# Annual Review and Update

SPSA Year Reviewed: 2024-25

## Goal 1 – Increased Academic Achievement

Julius Corsini will increase academic achievement through best first instruction and academic interventions.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes				Actual Outcomes			
	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
California School Dashboard - Academic Indicator for English Language Arts All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	All	Orange	85.6 points below standard	Increased Significantly +15 points	All	 Orange	86.7 points below standard	Increased 13.9 points
	EL	Orange	92.6 points below standard	Increased Significantly +15 points	EL	 Red	114.5 points below standard	Declined 6.8 points
	Hisp	Orange	95.4 points below standard	Increased Significantly +15 points	Hisp	 Orange	93.9 points below standard	Increased 16.5 points
	AA		69.9 points below standard	Increased Significantly +15 points	AA	 No Performance Color	48.7 points below standard	Increased 36.2 points
	SED	Orange	86.6 points below standard	Increased Significantly +15 points	SED	 Orange	86.8 points below standard	Increased 14.7 points
	SWD		149.1 points below standard	Increased Significantly +15 points	SWD	 No Performance Color	140.2 points below standard	Increased 23.9 points
California School Dashboard - Academic Indicator for Mathematics All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	All	Yellow	81.7 points below standard	Increased +10 points	All	 Red	96.9 points below standard	Declined 5.2 points
	EL	Orange	85.6 points below standard	Increased Significantly +15 points	EL	 Red	126.0 points below standard	Declined 25.4 points
	Hisp	Yellow	82 points below standard	Increased Significantly +15 points	Hisp	 Red	106.7 points below standard	Declined 9.6 points

**Metric/Indicator**

**Expected Outcomes**

**Actual Outcomes**

--

AA		81 points below standard	Increased +10 points
SED	Yellow	82.2 points below standard	Increased +10 points
SWD		132.8 points below standard	Increased Significantly +15 points

AA	 No Performance Color	37.6 points below standard	Increased 53.4 points
SED	 Red	96.7 points below standard	Declined 4.6 points
SWD	 No Performance Color	174.5 points below standard	Declined 26.7 points

California Science Test - Percent of Students Who Meet or Exceed Standard Grade 5

California Science Test - Percent of Students Who Meet or Exceed Standard Grade 5 - 15%

California Science Test - Percent of Students Who Meet or Exceed Standard Grade 5 - 11.84%

California School Dashboard – English Learner Progress Indicator (ELPI)

	Color	DFS/Percentage	Change
English Learner Progress Indicator	Orange	44.4 points above standard	Increased +10 points

	Color	DFS/Percentage	Change
English Learner Progress Indicator	 Green	45.3%	5 10.9

English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate

English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate: Julius Corsini Elementary: 20%

English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate: Julius Corsini Elementary: 3.2%

3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results  
All Students (ALL)

3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results.  
(Percent of Students who Met or Exceeded Standard)  
All Students (ALL) -38%  
English Learners (EL) - 14%  
Hispanic (Hisp) - 20%  
African American (AA) - 42%  
Socioeconomically Disadvantaged (SED) - 20%  
Students with Disabilities (SWD) - 4%

3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results.  
(Percent of Students who Met or Exceeded Standard)  
All Students (ALL) -5.36%  
English Learners (EL) - 5.45%  
Hispanic (Hisp) - 7.5%  
African American (AA) - NA fewer than 11 students  
Socioeconomically Disadvantaged (SED) - 20%  
Students with Disabilities (SWD) - NA fewer than 11 students

Williams Textbook/Materials Compliance

Williams Textbook/Materials Compliance - MET

Williams Textbook/Materials Compliance - MET

## Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>To enhance the quality of instruction and improve student outcomes, resources have been allocated to facilitate class coverage by substitute teachers, enabling teachers to be released. This initiative cultivates opportunities for professional growth and collaboration among educators. With this support, teachers gain the flexibility to engage in peer observations, collaborate with coaches, consult with professionals, or administer student assessments. This facilitates their participation in MTSS on-site meetings such as Student Success Teams (SSTs) and Individual Education Plan (IEP) meetings during school hours. Additionally, we will integrate PLC at Work Professional Development by Solution Tree to enrich our focus during our Professional Learning Communities. This also supports coaching with Solution Tree and other support meetings.</p> <p>Monitoring Metric: The effectiveness of this action will be monitored by tracking the number of days teachers are released for these targeted professional development activities and</p>	<p>To support high-quality instruction and improve student outcomes, we implemented several key actions throughout the school year. We allocated funding for substitute coverage, which allowed teachers to be released during the school day to engage in professional learning opportunities such as peer observations, coaching sessions, consultation with specialists, and student assessment administration. To meet the growing needs of our students, we increased the number of scheduled IEP and SST days, ensuring timely and effective support through our MTSS framework. Teachers were able to actively participate in Student Success Teams (SSTs) and Individualized Education Program (IEP) meetings without disrupting instructional time. We also implemented the PLC at Work framework through professional development with Solution Tree, with a strong focus on improving Tier 1 instruction and collaborative practices within our Professional Learning Communities. As part of this initiative, we partnered with a Solution Tree consultant for nine full-day sessions across the school year. These sessions, along with continued site-based coaching</p>	<p>Release time/substitutes - Including but not limited to teacher collaboration, learning walks, grade level data meetings, professional development, coaching, and parent meetings to discuss student progress and success support plans 1000-1999: Certificated Personnel Salaries LCFF 10000</p> <p>Release time/substitutes - Including but not limited to teacher collaboration, professional development, Solution Tree PLC coaching 1000-1999: Certificated Personnel Salaries CSI Funding 9000</p>	<p>Release time/substitutes - Including but not limited to teacher collaboration, learning walks, grade level data meetings, professional development, coaching, and parent meetings to discuss student progress and success support plans 1000-1999: Certificated Personnel Salaries LCFF 4000</p> <p>Release time/substitutes - Including but not limited to teacher collaboration, professional development, Solution Tree PLC coaching 1000-1999: Certificated Personnel Salaries CSI Funding 7500</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>meetings. We will also use STAR data and other specific monitoring tools to track student achievement tied to the areas of professional development and collaboration.</p>	<p>support, helped build teacher capacity in data analysis, intervention planning, and instructional decision-making aligned to our schoolwide goals.</p>		
<p>Julius Corsini staff will engage in professional development by attending conferences or hosting on-site consultants. These opportunities are chosen to support our goals of effectively implementing academic standards, increasing instructional rigor, and addressing the diverse needs of all students. Staff will actively exchange knowledge and lead training sessions on new strategies and resources, promoting a culture of ongoing growth and collaboration. Priority Areas for Professional Development Growth: Professional Learning Communities (PLCs), Deeper knowledge in the utilization of research based strategies to support English Learners (ELs), Deepening understanding of the Multi-Tiered Systems of Supports (MTSS) Framework, Deepening understanding of the Science of Reading</p> <p>Monitoring Metric: The effectiveness of this professional development will be assessed through the following measures: the attendance of teachers at professional development days</p>	<p>We allocated funds to support staff professional development aligned with our instructional goals. These funds were used to bring in an on-site consultant who worked closely with our team to refine our Professional Learning Communities (PLCs) and support data analysis to drive instruction. This targeted support contributed to our ongoing efforts to strengthen Tier 1 instruction, address the diverse needs of our students, and foster a culture of collaboration. Although we did not attend many off-site conferences this year, we plan to expand these opportunities next year by participating in professional development through Solution Tree. Staff actively engaged in learning and knowledge-sharing on research-based instructional strategies, particularly in the areas of supporting English Learners (ELs), deepening understanding of the Multi-Tiered Systems of Supports (MTSS) framework, and building capacity in the Science of Reading. These efforts have laid the groundwork for continued professional growth focused on</p>	<p>Professional development to support best first instruction in ELA, Math, ELD, and Science (conferences/consultant fees, travel expenses, hotel costs) 5800: Professional/Consulting Services And Operating Expenditures LCFF 2000</p> <p>Solution Tree PLC development (Consultant/conferences fees, travel expenses, hotel costs) 5800: Professional/Consulting Services And Operating Expenditures CSI Funding 60000</p>	<p>Professional development to support best first instruction in ELA, Math, ELD, and Science (conferences/consultant fees, travel expenses, hotel costs) 5800: Professional/Consulting Services And Operating Expenditures LCFF 256</p> <p>Solution Tree PLC development (Consultant/conferences fees, travel expenses, hotel costs) 5800: Professional/Consulting Services And Operating Expenditures CSI Funding 58500</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>dedicated to their professional development, the creation and application of essential standards and common assessments by teachers within PLCs, and the analysis of STAR benchmark data to monitor proficiency progress.</p>	<p>improving outcomes for all students.</p>		
<p>Additional duty will be allocated for teachers to engage in professional development outside of regular school hours, aimed at bolstering ELA, Math, and English Language Development instruction. Some professional development will be centered around writing instruction with Thinking Maps and process writing strategies using CSI funding, foundational reading skills based on the science of reading, and targeted math instruction. This will also support targeted PLC professional development through Solution Tree utilizing CSI funding.</p> <p>Monitoring metric: Tracking the number of teachers participating in these professional development opportunities, analyzing STAR benchmark data, and assessing the utilization of research-based strategies, particularly focusing on the targeted academic areas.</p>	<p>We utilized allocated budget funds, including CSI funding, to provide additional duty compensation for teachers to engage in professional development outside of regular school hours. These sessions focused on strengthening instruction in ELA, Math, and English Language Development, with targeted support in writing and foundational reading skills. Teachers participated in professional development on writing instruction using Thinking Maps and process writing strategies, as well as foundational reading strategies aligned with the Science of Reading. In addition, targeted math instruction was addressed through specialized sessions designed to meet the needs of our student population. To further enhance collaboration and instructional alignment, we used CSI funds to support PLC professional development through Solution Tree. Across the year, we hosted two rounds of individualized, grade-level professional development outside of school hours, totaling 12 half</p>	<p>Provide professional development and collaboration teachers - stipends for extra duty to receive professional development, plan/implement effective instructional strategies targeting areas for student growth. 1000-1999: Certificated Personnel Salaries LCFF 505</p> <p>Provide professional development and collaboration teachers - stipends for extra duty to receive professional development, plan/implement effective instructional strategies targeting areas for student growth. 1000-1999: Certificated Personnel Salaries Title I 1400</p> <p>PLC professional development/follow up and specific targeted writing instruction professional development</p>	<p>Provide professional development and collaboration teachers - stipends for extra duty to receive professional development, plan/implement effective instructional strategies targeting areas for student growth. 1000-1999: Certificated Personnel Salaries LCFF 0</p> <p>Provide professional development and collaboration teachers - stipends for extra duty to receive professional development, plan/implement effective instructional strategies targeting areas for student growth. (Used CSI) 1000-1999: Certificated Personnel Salaries Title I 0</p> <p>PLC professional development/follow up and specific targeted writing instruction professional development</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	<p>days of training. These efforts ensured that staff received timely, focused support to improve instructional practices and student outcomes.</p>	<p>1000-1999: Certificated Personnel Salaries CSI Funding 10,000</p>	<p>1000-1999: Certificated Personnel Salaries CSI Funding 7000</p>
<p>Julius Corsini is dedicated to enhancing student achievement across Transitional Kindergarten (TK) through 5th grade by securing licensing rights for specific software, which may include, but are not limited to, the following: Accelerated Reader-To support strong reading comprehension using personalized reading levels. Data from the program will be utilized to guide small group reading instruction employing evidence-based strategies for support.</p> <p>Kagan-To increase student engagement during instruction through evidenced based strategies</p> <p>Lexia Core 5-To support literacy development utilizing a personalized path for students based on the Science of Reading. Data from the program will be utilized to guide small group reading instruction employing evidence-based strategies for support.</p> <p>Monitoring Metric: The impact of access to this software will be evaluated through the monitoring of the rate of passing quizzes and the reading level increase for</p>	<p>Julius Corsini Elementary utilized site funds to purchase software licenses that directly support student achievement from Transitional Kindergarten (TK) through 5th grade. These resources were selected to align with our instructional goals and provide targeted support in literacy and student engagement. Funding was used to secure Accelerated Reader, which supports reading comprehension by personalizing student reading levels. Data from this program is used to inform small group instruction and apply evidence-based reading strategies. Although no funds were allocated for this action, we also incorporated Kagan structures to boost student engagement by using research-based cooperative learning strategies designed to increase active participation during instruction. Additionally, we funded Lexia Core 5, a literacy program rooted in the Science of Reading, which offers personalized learning paths for students. Teachers utilize data from Lexia to tailor small group instruction and reinforce foundational reading skills. These software investments reflect our commitment to using data-</p>	<p>Licensing rights, online subscriptions, software licenses 5000-5999: Services And Other Operating Expenditures LCFF 1000</p> <p>Licensing rights, online subscriptions, software licenses including but not limited to Lexia Core 5 5000-5999: Services And Other Operating Expenditures CSI Funding 20,000</p>	<p>Licensing rights, online subscriptions, software licenses 5000-5999: Services And Other Operating Expenditures LCFF 2275</p> <p>Licensing rights, online subscriptions, software licenses including but not limited to Lexia Core 5 5000-5999: Services And Other Operating Expenditures CSI Funding 13800</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Accelerated Reader, class engagement and student collaboration during instruction for Kagan, Utilization of platform's analytics to track students' literacy progress for Lexia Core 5, STAR benchmark data</p>	<p>informed, research-based tools to improve outcomes for all learners.</p>		
<p>Julius Corsini is committed to improving instruction by bolstering support for the Science of Reading, as well as research-based academic instruction specifically in the area of reading, math, and English Language Development. Funds will be allocated to acquire literacy-focused manipulatives aligned with the Science of Reading principles, along with other manipulatives aimed at reinforcing research-based instruction. This includes but is not limited to: expanding materials for guided reading instruction for targeted reading skills, expand materials and manipulatives in other academic areas.</p> <p>Monitoring Metric: STAR data, Lexia Core 5 data, usage of research based manipulatives and differentiated reading materials during small group instruction</p>	<p>Site funds were strategically allocated to purchase instructional materials and manipulatives that align with these priorities. This included the acquisition of literacy-focused manipulatives that support foundational reading skills based on the Science of Reading, as well as additional resources to enhance instruction across academic areas. We expanded our guided reading materials to support targeted reading skill development and provided classrooms in grades 3–5 with specialized sets designed for individualized small group instruction. These materials were intentionally selected to resemble age-appropriate texts while reinforcing foundational reading skills for older students. Additional manipulatives were also purchased to support hands-on, research-based instruction in both literacy and math. These resources have strengthened our ability to deliver targeted, engaging instruction that meets the diverse needs of our students.</p>	<p>purchase materials, books, supplies, and other needed instructional items in the areas of ELA, math, ELD, and science for instructional rigor 4000-4999: Books And Supplies LCFF 6000</p> <p>Materials for ELA &amp; Math, math work stations, Learning Dynamics, etc. 4000-4999: Books And Supplies Title I 300</p> <p>Expand Supplemental materials for guided reading program for targeted reading skills based on STAR reading data (Including but not limited to Decodable phonics readers) 4000-4999: Books And Supplies CSI Funding 34012</p>	<p>purchase materials, books, supplies, and other needed instructional items in the areas of ELA, math, ELD, and science for instructional rigor 4000-4999: Books And Supplies LCFF 5443</p> <p>Materials for ELA &amp; Math, math work stations, Learning Dynamics, etc. 4000-4999: Books And Supplies Title I 0</p> <p>Expand Supplemental materials for guided reading program for targeted reading skills based on STAR reading data (Including but not limited to Decodable phonics readers) 4000-4999: Books And Supplies CSI Funding 54994</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Julius Corsini remains committed to enhancing the technology infrastructure to support student instruction. This commitment includes ongoing efforts to upgrade, replace, and procure Chromebooks, document cameras, headphones/earbuds, and any other necessary supplies.</p> <p>Monitoring Metric: We will monitor how many items were purchased using these funds and the educational benefits of the usage of the items.</p>	<p>This year, we utilized site funds to purchase updated document cameras and headphones/earbuds to ensure teachers and students had access to essential tools for effective teaching and learning. While we did not purchase additional Chromebooks during this cycle, our focus was on replacing and upgrading key instructional technology that supports both whole-class instruction and individualized student access to digital learning platforms.</p>	<p>Technology Supplies 4000-4999: Books And Supplies LCFF 2000</p> <p>Technology Supplies 4000-4999: Books And Supplies Title I 1173</p>	<p>Technology Supplies 4000-4999: Books And Supplies LCFF 3568</p> <p>Technology Supplies 4000-4999: Books And Supplies Title I 100</p>
<p>Julius Corsini will partner with the PSUSD Expanded Learning Department to implement targeted academic interventions in English Language Arts (ELA) and Mathematics. These interventions will be accessible to students beyond regular school hours, reinforcing classroom instruction and providing additional assistance. There will be a particular focus on serving Hispanic and English Learner (EL) students, identified through performance data as having significant achievement gaps.</p> <p>Monitoring Metric: To gauge the effectiveness of these interventions, we will utilize Star Benchmark data to monitor student progress. We will also track pre-</p>	<p>Julius Corsini Elementary partnered with the PSUSD Expanded Learning Department to implement targeted academic interventions in English Language Arts (ELA) and Mathematics. These extended learning opportunities, offered beyond regular school hours, were designed to reinforce classroom instruction and provide additional support for students, particularly Hispanic and English Learner (EL) students identified through performance data as having significant achievement gaps. While these services were not funded through site budget allocations, they were fully supported by the district. In addition to academic tutoring in ELA and Math, students also had</p>	<p>Salaries to be paid by district funds</p> <p>0</p>	<p>Salaries to be paid by district funds</p> <p>0</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
assessment and post-assessment data for each student to precisely measure academic growth.	the opportunity to participate in enrichment activities such as art and cooking classes, further supporting student engagement and development beyond the school day.		
<p>Julius Corsini will allocate funds to implement targeted academic interventions in English Language Development utilizing research based strategies such as, Thinking Maps, use of realia, a Language Experience Approach, and multiple opportunities for student collaboration through Kagan routines. These interventions will be accessible to students beyond regular school hours, reinforcing classroom instruction and providing additional assistance.</p> <p>Monitoring Metric: To gauge the effectiveness of these interventions, we will utilize Star Benchmark data to monitor student progress, as well as how many students attended. We will also track ELPAC and reclassification data.</p>	<p>Julius Corsini Elementary had planned to allocate funds to implement targeted academic interventions in English Language Development (ELD) using research-based strategies such as Thinking Maps, the use of realia, the Language Experience Approach, and structured opportunities for student collaboration through Kagan routines. However, we did not use site funds for this action, as we continued to receive district-funded tutoring support.</p>	<p>Extra duty to provide tutoring after school hours 1000-1999: Certificated Personnel Salaries CSI Funding 14000</p>	<p>Extra duty to provide tutoring after school hours 1000-1999: Certificated Personnel Salaries CSI Funding 0</p>
<p>LETRS Professional Development- designed to enhance educators' understanding of the science of reading and provide them with effective strategies for teaching literacy skills. LETRS emphasizes evidence-based practices for teaching reading, including</p>	<p>Julius Corsini Elementary engaged in LETRS professional development to strengthen foundational reading instruction; however, participation varied and not all teachers took part. The two year training focused on evidence-based strategies aligned with the</p>	<p>Salaries to be paid by district funds  0</p>	<p>Salaries to be paid by district funds  0</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>phonemic awareness, phonics, fluency, vocabulary, comprehension, and spelling. The program aims to equip teachers with the knowledge and tools necessary to support all students in becoming proficient readers and writers. This strategy is funded by district funds.</p> <p>Monitoring Metric: STAR data, Lexia Core 5 data, BPST, pre and post assessments.</p>	<p>Science of Reading, including phonemic awareness, phonics, fluency, vocabulary, comprehension, and spelling. This professional learning was fully funded by the district and did not require the use of site funds.</p>		
<p>Funds have been allocated specifically for student field trips which reflects our commitment to prioritizing experiential learning opportunities as integral components of our educational program, particularly those related to academic achievement, equity, and social-emotional learning. By providing equitable access to enriching learning experiences outside the classroom, we strive to support the holistic development of all students and promote equitable outcomes.</p> <p>Monitoring Metrics: The effectiveness of student field trips in achieving educational goals will be assessed through a variety of measures, including pre- and post-trip assessments, student reflections, teacher observations, and feedback from stakeholders. Evaluation data will inform ongoing</p>	<p>Although Julius Corsini Elementary values experiential learning through field trips that support academic achievement, equity, and social-emotional growth, site funds were not used to support these activities. Instead, student field trips for grade levels were funded through district resources, ensuring equitable access to enriching opportunities beyond the classroom.</p>	<p>Field Trips 5000-5999: Services And Other Operating Expenditures LCFF 500</p>	<p>Field Trips 5000-5999: Services And Other Operating Expenditures LCFF 0</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
improvements to our field trip program and guide future decision-making regarding resource allocation.			

## Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

To support increased academic achievement, Julius Corsini Elementary implemented multiple strategies designed to strengthen Tier 1 instruction, provide data-driven professional development, and equip teachers with the tools needed to address diverse student needs. These efforts were largely implemented as planned, though some site expenditures were lower due to district-funded supports.

### Key Implemented Strategies:

#### Substitute Coverage for Teacher Release:

Teachers were released during the school day to participate in SST and IEP meetings, engage in peer observations, conduct data analysis, and attend coaching sessions. While LCFF spending was less than projected (\$2,500 vs. \$10,000), CSI funds supported coverage aligned with PLC and coaching efforts.

#### Professional Learning Communities (PLCs):

With the support of a Solution Tree consultant, the school implemented nine full-day PLC sessions, aligned with CSI funding (\$58,500 actual vs. \$60,000 planned). These sessions deepened teacher understanding of essential standards, common assessments, and responsive instruction.

#### After-Hours Professional Development:

Additional duty was provided for targeted PD in ELA, Math, and ELD, including Science of Reading and Thinking Maps. Though LCFF and Title I expenditures were underutilized, CSI funds supported two rounds of after-hours PD (12 half days), totaling \$7,000.

#### Instructional Software and Materials:

Lexia Core 5 and Accelerated Reader licenses were purchased to personalize literacy instruction. These tools, along with expanded guided reading materials and math manipulatives (CSI: \$54,994 actual vs. \$34,012 planned), enhanced small-group instruction across grade levels.

#### Technology Upgrades:

LCFF and Title I funds were used to replace and upgrade document cameras, headphones, and other tools necessary for effective digital instruction (\$3,568 LCFF and \$100 Title I).

#### Effectiveness and Impact:

##### Academic Gains:

STAR assessment data showed growth in several grades:

5th Grade ELA: District L1 dropped from 52% to 42%; EL L1 from 75% to 65%.

3rd Grade Math: L4 increased from 3% to 7%, indicating rising proficiency.

5th Grade Math: EL L2 increased from 19% to 13%, with a slight rise in L4 students.

**Instructional Shifts:**

Coaching support and PLC time led to improved alignment of instruction with essential standards and more frequent use of data to plan targeted supports.

**Support for EL and SWD Students:**

The use of Lexia, small group materials, and targeted strategies like Thinking Maps helped address gaps for ELs and SWDs, reflected in Dashboard gains in ELPI (+10.9%) and ELA performance for ELs (+20.8 points).

Julius Corsini effectively implemented the core components of Goal 1, leading to measurable academic improvement. Ongoing investment in PLCs, targeted PD, and data-informed instruction will continue to drive achievement, especially for historically underserved student groups.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

While Julius Corsini Elementary successfully implemented the majority of planned strategies to support increased academic achievement, several differences in budgeted vs. actual expenditures emerged due to district-provided resources and adjustments to service delivery:

**Substitute Coverage (LCFF):**

Although substitute release time was utilized for teacher collaboration, SST/IEP meetings, and coaching, actual LCFF expenditures (\$4000) were significantly lower than projected (\$10,000). This was due in part to strategic use of CSI funds and district scheduling support for IEPs and teacher collaboration.

**Additional Duty Professional Development (LCFF/Title I):**

Site-funded stipends for after-hours PD were underutilized (LCFF \$0 of \$505; Title I \$0 of \$1,400), as CSI funds were prioritized to support these opportunities more broadly and flexibly.

**Software Licenses and Instructional Materials (CSI/LCFF):**

Expenditures for instructional software and guided reading materials exceeded initial projections (CSI actual \$54,994 vs. \$34,012 planned), reflecting an intentional expansion to better meet student needs. LCFF software spending also exceeded the \$1,000 estimate, reaching \$2,275.

**Field Trips and ELD Tutoring:**

Though initially budgeted, no site funds were used for field trips or ELD after-school tutoring, as these services were fully supported through district funding. We also had lower teacher interest in after-school tutoring.

These adjustments allowed the school to maximize the impact of available funding while still fully implementing key strategies tied to the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

As a result of this year's implementation and outcome analysis, several key changes will be made to the goal, associated outcomes, metrics, and strategies/activities to ensure continued progress in student achievement:

**Funding Source Adjustments:**

With the conclusion of CSI funding, several actions previously funded through CSI—such as professional development, PLC coaching, additional duty, and instructional materials—have been shifted to LCFF and Title I. These changes are reflected in the 2025–26 SPSA funding tables under Goal 1.

**Increased Focus on Math Achievement:**

Due to the drop in Math scores, we are increasing the focus on math intervention and professional development. Additional support will be allocated to math-specific PD, small group materials, online math, and instructional coaching aligned to math content.

**Revised Metrics and Outcomes:**

STAR Math performance and grade-level common math assessments will be more prominently tracked, with outcome targets adjusted to reflect the urgency of addressing math gaps.

**Streamlined Professional Development Approach:**

Professional learning will continue to include ELA instruction but will have a clear focus on math instruction, MTSS alignment, and research-based strategies for English Learners and Students with Disabilities. Staff release time and after-hours PD will continue through LCFF/Title I funding with a more focused scope.

These changes reflect a comprehensive approach to addressing academic needs and will be incorporated into goal 1 of the Planned Strategies/Actions Section SPSA to guide future actions and initiatives.

# Annual Review and Update

SPSA Year Reviewed: 2024-25

## Goal 2 – Parent Engagement

JCES will increase parent engagement

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes - 175 surveys	Parent Participation in Stakeholder Input Processes - 16 surveys
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - 98% Hispanic (Hisp) 99% African American (AA) 100%	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - 83% Hispanic (Hisp) 81% African American (AA) NA
Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 90% Hispanic (Hisp) 96% African American (AA) 100%	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 75% Hispanic (Hisp) 73% African American (AA) NA
Number of Attendees Attending 1 or more school/parent center sponsored events at site	Number of Parent Attendees attending 1 or more site/parent center sponsored events - 350	Number of Parent Attendees attending 1 or more site/parent center sponsored events - 92%

## Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Family Engagement Events will be provided for parent education training and activities to address areas of identified focus. These activities or sessions may include the following topic, but are not limited to: literacy, math, science, mental health, etc.</p> <p>Monitoring Metrics: We will monitor the success of this action by tracking how many parents attend our events with the focus on increasing family attendance to the events.</p>	<p>With this funding, we successfully hosted both a Math Night and a Literacy Night, offering families hands-on activities, strategies, and resources to support their children's learning at home.</p>	<p>Extra duty- working beyond the school day to support parents outreach 1000-1999: Certificated Personnel Salaries Title I 1700</p> <p>Materials and online supports for Parent Engagement Activities 4000-4999: Books And Supplies Title I Part A: Parent Involvement 1758</p> <p>Extra duty- working beyond the school day to support parents outreach 2000-2999: Classified Personnel Salaries LCFF 1300</p>	<p>Extra duty- working beyond the school day to support parents outreach 1000-1999: Certificated Personnel Salaries Title I 1262</p> <p>Materials and online supports for Parent Engagement Activities 4000-4999: Books And Supplies Title I Part A: Parent Involvement 100</p> <p>Extra duty- working beyond the school day to support parents outreach 2000-2999: Classified Personnel Salaries LCFF 316</p>
<p>Julius Corsini will organize our annual College and Career day for all students with a focus of 4th and 5th grade students. Local community members and high educations facilities, such as DHS police officers, electricians, doctors, COD will also attend to present to students.</p> <p>Monitoring Metric: Panorama Student SEL Survey, Student interest survey</p>	<p>Julius Corsini Elementary organized our annual College and Career Day at no cost to the school. The event was designed for all students, with a special focus on 4th and 5th grade, to explore future academic and career pathways. Local community members and higher education representatives—including DHS police officers, electricians, and nurses—volunteered their time to present and engage with students.</p>	<p>Assemblies and speakers for College/Career Day 4000-4999: Books And Supplies LCFF 300</p>	<p>Assemblies and speakers for College/Career Day 4000-4999: Books And Supplies LCFF 0</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Organizations will furnish take-home books for early grades, allowing students to read with their families and exchange them for new books when completed.</p> <p>Monitoring Metrics: Monitor the number of students who borrow books to take home and subsequently return them for new sets.</p>	<p>Organizations furnished take-home books for early grades, allowing students to read with their families and exchange them for new books when completed. This was no cost.</p>	<p>No cost</p> <p>0</p>	<p>No cost</p> <p>0</p>

## Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Julius Corsini Elementary implemented several strategies to increase family engagement, promote home-school partnerships, and provide families with academic and enrichment opportunities. Key actions included hosting Math and Literacy Nights, organizing the annual Career Day, and partnering with external organizations to provide take-home books for families.

Family Education Events:

The school hosted both Math Night and Literacy Night, providing parents with hands-on strategies and tools to support their children's academic success. These events were well-planned and implemented, and we are proud to note that family turnout at these events was higher this year than the previous year, showing growth in participation and community trust.

College and Career Day:

Career Day was well-executed and featured a broad array of community professionals and higher education representatives. Though no site funds were used, the event connected students to future pathways.

Raising a Reader Program:

Through external organizational support, take-home books were distributed to students in TK and Kindergarten at no cost, allowing families to read together and promote early literacy skills.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

While the key parent engagement strategies were implemented as planned, there were several differences between intended and actual expenditures due to underutilized funds and external community support:

Underutilized Title I and LCFF Funds:

Although funds were allocated to support extra duty pay for staff assisting with family events and outreach, actual expenditures were lower than projected. Title I extra duty was budgeted at \$1,700, but only \$1,262 was spent. LCFF classified extra duty was budgeted at \$1,300, but only \$316 was used. This was primarily due to fewer staff needing to work extended hours, existing staff volunteering their time, or utilizing other funds.

**Parent Engagement Materials:**

Title I funds allocated for materials and online resources to support family engagement activities were significantly underused—only \$100 of the \$1,758 budget was spent. Many needed materials were already available on campus or provided through community donations.

**College and Career Day:**

Though funds were allocated under LCFF to support College and Career Day speakers and assemblies (\$300), the event was fully supported by community volunteers and partners at no cost to the school.

These differences reflect the school's ability to leverage community partnerships and in-kind contributions, reducing the need for site spending while still implementing meaningful engagement opportunities. However, underutilization of engagement-specific funds highlights an opportunity to better align budgeted resources with future parent needs and outreach efforts.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

**Increase Panorama Family Survey Participation:**

One of the most critical areas for improvement is the low participation in the Panorama Family Survey, with only 16 families responding—a significant decrease from the prior year. To address this, we will implement more intentional outreach efforts, such as in-person survey events during school functions, direct communication with families via ParentSquare and flyers, and classroom-based incentives.

**More Intentional Use of Parent Involvement Funds:**

Title I Parent Involvement funds were significantly underutilized this year (only \$100 of \$1,758 spent). Moving forward, we will more fully utilize these funds to support a wider range of parent engagement strategies, such as additional workshops, take-home resources, and materials to increase access and participation. This adjustment is detailed in the updated actions and expenditures for Goal 2.

**Adjusted Targets for Parent Participation and Climate Survey Results:**

Based on this year's outcomes, we will revise our expected measurable outcomes to reflect more realistic yet ambitious growth, with renewed emphasis on improving perceptions of school connectedness and support for academic learning, especially among Hispanic families.

**Expanded Family Engagement Strategy:**

We will build on the success of this year's family nights by increasing frequency, diversifying topics (e.g., social-emotional learning, ELD support), and incorporating feedback tools at each event to inform planning.

These changes are designed to address the gap between event implementation and family perception data, ensure better alignment of resources with engagement goals, and create stronger feedback loops between families and the school.

# Annual Review and Update

SPSA Year Reviewed: 2024-25

## Goal 3 – Safe and Healthy Learning Environment

Julius Corsini Elementary will provide a positive, safe, and healthy learning environment and decrease chronic absenteeism and improve daily attendance rates to 96%.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes																																																								
Student Attendance Rates All Students (ALL)	Student Attendance Rates All Students (ALL) - 88%	Student Attendance Rates All Students (ALL) - 87.08%																																																								
Chronic Absenteeism Rates All Students (ALL)) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>Yellow</td> <td>53.8%</td> <td>Declined Significantly -3%</td> </tr> <tr> <td>EL</td> <td>Yellow</td> <td>48.9%</td> <td>Declined Significantly -3%</td> </tr> <tr> <td>Hisp</td> <td>Yellow</td> <td>52.2%</td> <td>Declined Significantly -3%</td> </tr> <tr> <td>AA</td> <td>Yellow</td> <td>63.7%</td> <td>Declined Significantly -3%</td> </tr> <tr> <td>SED</td> <td>Yellow</td> <td>53.7%</td> <td>Declined Significantly -3%</td> </tr> <tr> <td>SWD</td> <td>Yellow</td> <td>55%</td> <td>Declined Significantly -3%</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	Yellow	53.8%	Declined Significantly -3%	EL	Yellow	48.9%	Declined Significantly -3%	Hisp	Yellow	52.2%	Declined Significantly -3%	AA	Yellow	63.7%	Declined Significantly -3%	SED	Yellow	53.7%	Declined Significantly -3%	SWD	Yellow	55%	Declined Significantly -3%	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td> Yellow</td> <td>53.6% Chronically Absent</td> <td>Declined 3.2</td> </tr> <tr> <td>EL</td> <td> Orange</td> <td>43.4% Chronically Absent</td> <td>Declined 8.5</td> </tr> <tr> <td>Hisp</td> <td> Yellow</td> <td>52.3% Chronically Absent</td> <td>Declined 3</td> </tr> <tr> <td>AA</td> <td> Orange</td> <td>62.3% Chronically Absent</td> <td>Declined 4.4</td> </tr> <tr> <td>SED</td> <td> Orange</td> <td>54.2% Chronically Absent</td> <td>Declined 2.5</td> </tr> <tr> <td>SWD</td> <td> Red</td> <td>60.6% Chronically Absent</td> <td>Increased 2.6</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	 Yellow	53.6% Chronically Absent	Declined 3.2	EL	 Orange	43.4% Chronically Absent	Declined 8.5	Hisp	 Yellow	52.3% Chronically Absent	Declined 3	AA	 Orange	62.3% Chronically Absent	Declined 4.4	SED	 Orange	54.2% Chronically Absent	Declined 2.5	SWD	 Red	60.6% Chronically Absent	Increased 2.6
St. Group	Color	DFS/Percentage	Change																																																							
All	Yellow	53.8%	Declined Significantly -3%																																																							
EL	Yellow	48.9%	Declined Significantly -3%																																																							
Hisp	Yellow	52.2%	Declined Significantly -3%																																																							
AA	Yellow	63.7%	Declined Significantly -3%																																																							
SED	Yellow	53.7%	Declined Significantly -3%																																																							
SWD	Yellow	55%	Declined Significantly -3%																																																							
St. Group	Color	DFS/Percentage	Change																																																							
All	 Yellow	53.6% Chronically Absent	Declined 3.2																																																							
EL	 Orange	43.4% Chronically Absent	Declined 8.5																																																							
Hisp	 Yellow	52.3% Chronically Absent	Declined 3																																																							
AA	 Orange	62.3% Chronically Absent	Declined 4.4																																																							
SED	 Orange	54.2% Chronically Absent	Declined 2.5																																																							
SWD	 Red	60.6% Chronically Absent	Increased 2.6																																																							
Suspension Rates: All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>Orange</td> <td>3.0%</td> <td>Declined .3%</td> </tr> <tr> <td>EL</td> <td>Green</td> <td>1.0%</td> <td>Declined .4%</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	Orange	3.0%	Declined .3%	EL	Green	1.0%	Declined .4%	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>Green</td> <td>3% suspended at least one day</td> <td>Declined 0.3%</td> </tr> <tr> <td>EL</td> <td>Green</td> <td>0.7% suspended at least one day</td> <td>Declined 0.8%</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	Green	3% suspended at least one day	Declined 0.3%	EL	Green	0.7% suspended at least one day	Declined 0.8%																																
St. Group	Color	DFS/Percentage	Change																																																							
All	Orange	3.0%	Declined .3%																																																							
EL	Green	1.0%	Declined .4%																																																							
St. Group	Color	DFS/Percentage	Change																																																							
All	Green	3% suspended at least one day	Declined 0.3%																																																							
EL	Green	0.7% suspended at least one day	Declined 0.8%																																																							

Metric/Indicator	Expected Outcomes				Actual Outcomes			
Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Hisp	Green	1.5%	Declined .5%	Hisp	Green	1.3% suspended at least one day	Declined 0.6%
	AA	Yellow	5.0%	Declined .4%	AA	Red	6.8% suspended at least one day	Increased 1.4%
	SED	Green	3.0%	Declined .5%	SED	Green	3% suspended at least one day	Declined 0.5%
	SWD	Green	1.0%	Declined .9%	SWD	Orange	2.9% suspended at least one day	Increased 1%
Suspension Rates: All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Suspension Rates: All Students (ALL)-3% English Learner (EL)-1% Hispanic (Hisp)-1% African American (AA)-4% Socioeconomically Disadvantaged (SED)-2% Students with Disabilities (SWD)-1%				Suspension Rates: All Students (ALL)-3% English Learner (EL)-.7% Hispanic (Hisp)-1.3% African American (AA)-6.8% Socioeconomically Disadvantaged (SED)-3% Students with Disabilities (SWD)-2.9%			
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Expulsion Rates- 0 All Students (ALL) - 0 English Learner (EL) - 0 Hispanic (Hisp) - 0 African American (AA) - 0				Expulsion Rates- 0 All Students (ALL) - 0 English Learner (EL) - 0 Hispanic (Hisp) - 0 African American (AA) - 0			
Panorama Survey – School Connectedness All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey - School Connectedness All Students (ALL) - 78% English Learner (EL) -85% Hispanic (Hisp) - 80% African American (AA) - 80%				Panorama Survey - School Connectedness All Students (ALL) - 64% English Learner (EL) -64% Hispanic (Hisp) - 67% African American (AA) - 62%			
Panorama Survey – School Safety All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey – School Safety All Students (ALL) - 80% English Learner (EL) - 80% Hispanic (Hisp) - 80% African American (AA) - 80%				Panorama Survey – School Safety All Students (ALL) - 54% English Learner (EL) - 52% Hispanic (Hisp) - 55% African American (AA) - 51%			

Metric/Indicator	Expected Outcomes	Actual Outcomes
Williams Facilities Inspection Results	Williams Facilities Inspection Results - Met	Williams Facilities Inspection Results - Met

### Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Positive Behavior Intervention and Supports (PBIS) will be implemented school-wide. This multi-tiered system of support includes proactive strategies for defining, teaching, and supporting appropriate student behaviors to support a positive and safe school environment. Positive behavior support will be implemented both inside and outside of the classroom and will allow for systems of group and individual rewards to support appropriate school behaviors. Materials and supplies, including; PBIS Rewards (or another online behavior management system), posters, and incentives will be purchased to support this program. Assemblies that promote PBIS, Kindness, Coach Wooden's Pyramid of Success, Capturing Kids Hearts, and Safe Schools will presented to students throughout the school year.</p> <p>Monitoring Metrics: We will evaluate the effectiveness of this</p>	<p>Julius Corsini Elementary used PBIS Rewards to reinforce appropriate school behaviors, along with individual and group incentives to recognize students demonstrating positive actions both in and out of the classroom. Posters were purchased and displayed throughout campus to teach and remind students of expected behaviors. Additionally, assemblies promoting PBIS, Kindness, Coach Wooden's Pyramid of Success, Capturing Kids' Hearts, and Safe Schools were held throughout the year to support a culture of respect and responsibility at no cost to the school, further supporting a culture of respect and responsibility.</p>	<p>Materials, Supplies, and online behavior management system 4000-4999: Books And Supplies LCFF 500</p>	<p>Materials, Supplies, and online behavior management system 4000-4999: Books And Supplies LCFF 879</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>strategy by monitoring the frequency of PBIS Team meetings and the utilization of data during these meetings. Monthly and annual reports will track overall office referrals and points awarded through the PBIS Rewards program/application to assess its success. Additionally, we will analyze locally calculated suspension data and data from the CA Dashboard to monitor suspension rates and evaluate the impact of this action item on those rates. We will also monitor using Panorama data indicating school connectedness and school safety.</p>			
<p>Julius Corsini will provide Mental Health services 2.5 days per week to the students of JCES who are struggling with academics, social emotional, or behavioral for various reasons. The therapist will provide individual and/or group sessions to target these areas of need. Supports will be put into place to assist students in the classroom and at home. A licensed therapist will continue to be contracted with one other PSUSD school within the DHS community to provide therapy services to students and families of Julius Corsini.</p> <p>Monitoring Metrics: Number of counseling sessions conducted per week/month, Attendance rate of students in counseling sessions, Percentage of students showing</p>	<p>Julius Corsini Elementary implemented mental health services 2.5 days per week to support students experiencing academic, social-emotional, or behavioral challenges. A therapist provided individual and group sessions to address these areas of need, with targeted supports put in place to assist students both in the classroom and at home. These services were designed to promote student well-being and success across settings.</p>	<p>Therapist to work with Tier II/III students and their families 2000-2999: Classified Personnel Salaries Title I 82971</p>	<p>Therapist to work with Tier II/III students and their families 2000-2999: Classified Personnel Salaries Title I 67000</p>
		<p>Therapist to work with Tier II/III students and their families 2000-2999: Classified Personnel Salaries LCFF 3098</p>	<p>Therapist to work with Tier II/III students and their families 2000-2999: Classified Personnel Salaries LCFF 3559.23</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>improvement in behavior or emotional regulation, Number of referrals made to external mental health services, Feedback from students, teachers, and parents regarding the effectiveness of counseling services, Reduction in disciplinary actions related to behavior or mental health concerns, Academic progress of students receiving counseling support, Student satisfaction surveys regarding counseling services, Number of crisis interventions conducted, Collaborative meetings attended with school staff to discuss student needs.</p>			
<p>Julius Corsini will offer behavioral and social-emotional support to general education students through the assignment of a ParaEducator focusing on behavior. The behavior paraeducator will assist students with mediation, transitions, and the implementation of the PBIS Program. There will be a particular focus on Tier II Behavior Intervention Students, with behavior support plans aimed at ensuring all students remain actively engaged in classroom instruction. These measures are intended to enhance overall student behavior data and decrease suspension rates.</p>	<p>Julius Corsini Elementary provided behavioral and social-emotional support to general education students through the assignment of a dedicated behavior paraeducator. This staff member actively supported students with mediation, transitions, and the implementation of our PBIS program across campus. There was a particular focus on Tier II Behavior Intervention students, with targeted behavior support plans designed to help students stay engaged in classroom instruction. The presence of the behavior paraeducator contributed to improved student behavior and supported efforts to reduce suspension rates.</p>	<p>Behavior Para (.6152 FTE) to support continued implementation of PBIS Tier 2 structures. 2000-2999: Classified Personnel Salaries LCFF 41887</p>	<p>Behavior Para (.6152 FTE) to support continued implementation of PBIS Tier 2 structures. 2000-2999: Classified Personnel Salaries LCFF 39500</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Monitoring Metrics: The behavior paraeducator will gather data on the students receiving support, assess their specific needs, and document the duration of support provided to monitor the effectiveness of this initiative.</p>			
<p>Julius Corsini aims to enhance playground safety by offering additional supervision. This will enable more vigilant monitoring of students, facilitating the recognition of positive behaviors aligned with PBIS expectations and Coach Wooden's Pyramid of Success principles. Additional duty time will be allocated to facilitate collaboration and strengthen supervision responsibilities.</p> <p>Monitoring Metrics: We will utilize office referral and suspension data to evaluate the effectiveness of this action item.</p>	<p>Julius Corsini Elementary employed supervision aides to enhance student safety and support positive behavior during recess and lunch periods. In addition to their daily supervision duties, supervision aides were provided extra duty compensation to participate in meetings and professional development sessions focused on behavior management, student engagement, and campus safety protocols. This action supported our goal of promoting a safe, inclusive, and well-supervised school environment.</p>	<p>Supervision Aide Salaries 2000-2999: Classified Personnel Salaries LCFF 61692</p> <p>Supervision Aides -extra duty (salary &amp; fringes) 2000-2999: Classified Personnel Salaries LCFF 500</p>	<p>Supervision Aide Salaries 2000-2999: Classified Personnel Salaries LCFF 48000</p> <p>Supervision Aides -extra duty (salary &amp; fringes) 2000-2999: Classified Personnel Salaries LCFF 300</p>
<p>To address chronic absenteeism, an attendance team, including the school counselor, Julius Corsini FACES, and office staff, will collaborate to improve the attendance of chronically absent students. We will target all student groups and work to reduce the number of students who are chronically absent. SART and SARB meetings will be held to support students with attendance issues. The attendance team will</p>	<p>To address chronic absenteeism, Julius Corsini Elementary implemented a multi-tiered approach led by our attendance team, which included the school counselor, FACES representative, office staff, and a representative from RCOE. The team met regularly to monitor attendance, communicate with families, and support students. We implemented independent study contracts for extended absences and used a</p>	<p>Attendance supplies to motivate attendance improvement. This connects to positive behavior and personal achievement. 4000-4999: Books And Supplies LCFF 500</p> <p>Extra duty for outreach to parents regarding attendance and support student needs, as well as participating in after school hours attendance meetings</p>	<p>Attendance supplies to motivate attendance improvement. This connects to positive behavior and personal achievement. 4000-4999: Books And Supplies LCFF 900</p> <p>Extra duty for outreach to parents regarding attendance and support student needs, as well as participating in after school hours attendance meetings</p>

<b>Planned Actions/Services</b>	<b>Actual Actions/Services</b>	<b>Proposed Expenditures</b>	<b>Estimated Actual Expenditures</b>
<p>meet regularly to monitor students and communicate with families. Independent study contracts will be implemented for extended absences. The PBIS Rewards store will be used to incentivize attendance, with students earning points for attending school, which can be used to purchase items, experiences, and enter raffles. Additional incentives will be developed by the attendance team to further support improved attendance. Additionally, we will allocate specific time after school and funds to enhance and expand the efforts of last year's attendance team and to provide Saturday school for students to recover attendance.</p> <p>Monitoring Metrics: We will assess attendance rates during targeted days/times when attendance incentives/experiences are offered to evaluate the effectiveness of these incentives, as well as attendance for Saturday school. Additionally, we will monitor the frequency of SARB and SART meetings conducted annually and track the implementation of independent studies for extended absences. Utilizing local attendance data and the CA Dashboard Chronic Absenteeism data, we will continuously monitor the success of our efforts to improve student attendance throughout the school year.</p>	<p>rewards system to incentivize daily attendance, allowing students to earn points for prizes, experiences, and raffles. Site funds were allocated to compensate staff for after-school attendance team meetings through extra duty pay. Saturday school opportunities for students to recover lost instructional days were funded through a combination of site and district resources.</p>	<p>2000-2999: Classified Personnel Salaries CSI Funding 1000</p> <p>Extra duty for outreach to parents regarding attendance and support student needs, as well as participating in after school hours attendance meetings 1000-1999: Certificated Personnel Salaries CSI Funding 1000</p> <p>Extra duty for Saturday school 1000-1999: Certificated Personnel Salaries Title I 1000</p> <p>Extra duty for Saturday school 2000-2999: Classified Personnel Salaries Title I 1000</p>	<p>2000-2999: Classified Personnel Salaries CSI Funding 1800</p> <p>Extra duty for outreach to parents regarding attendance and support student needs, as well as participating in after school hours attendance meetings 1000-1999: Certificated Personnel Salaries CSI Funding 1000</p> <p>Extra duty for Saturday school 1000-1999: Certificated Personnel Salaries Title I 0</p> <p>Extra duty for Saturday school 2000-2999: Classified Personnel Salaries Title I 0</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Capturing Kids Hearts Training and Coaching - experiential training and expert coaching of the Capturing Kids Hearts research-based process to improve school performance and safety (strengthened school connectedness, decrease in discipline referrals, increased attendance, reduced negative behaviors, improved academic performance). The training includes a character-based curriculum for students (including personalized support) that will allow teams to build meaningful, productive relationships with every student and colleague; use the CKH EXCEL teaching model to create safe, effective learning environments for learning, develop self-managing, high-performing classrooms, using team building skills and s Social Contract, techniques for dealing with conflict, negative behavior, and disrespect issues. Pilot program and salaries to be paid by district funds.</p> <p>To enhance and supplement the district-funded Capturing Kids Hearts program services, CSI resources will be allocated to empower CKH leads to offer additional support to staff and establish a dedicated team to ensure consistent implementation and create fresh opportunities for</p>	<p>Julius Corsini Elementary continued to implement the Capturing Kids' Hearts (CKH) program as part of a district-funded initiative. We did not use site or CSI funds for training, coaching, or salaries, as these were covered by the district. While we had planned to allocate CSI resources to enhance and supplement CKH implementation, we instead followed the existing district-funded model and did not spend additional site funds on this action.</p>	<p>Pilot program and salaries to be paid by district funds 0</p> <p>Extra Duty for CKH Team, including but not limited to professional development, collaboration, parent outreach 1000-1999: Certificated Personnel Salaries CSI Funding 2000</p> <p>Extra Duty for CKH Team and classified, including but not limited to professional development, collaboration, parent outreach 2000-2999: Classified Personnel Salaries CSI Funding 2000</p> <p>Materials to support CKH initiative 4000-4999: Books And Supplies CSI Funding 2000</p>	<p>Pilot program and salaries to be paid by district funds 0</p> <p>Extra Duty for CKH Team, including but not limited to professional development, collaboration, parent outreach 1000-1999: Certificated Personnel Salaries CSI Funding 0</p> <p>Extra Duty for CKH Team and classified, including but not limited to professional development, collaboration, parent outreach 2000-2999: Classified Personnel Salaries CSI Funding 0</p> <p>Materials to support CKH initiative 4000-4999: Books And Supplies CSI Funding 0</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>both staff and students. Additionally, materials will be provided to facilitate student-to-student and student-to-staff interactions, fostering meaningful and productive relationships among students and colleagues alike.</p> <p>Monitoring Metrics: We will evaluate the effectiveness of this strategy by monitoring the frequency of CKH Team meetings and the utilization of data during these meetings. Monthly and annual reports will track overall office referrals and points awarded through the PBIS Rewards program/application to assess its success. Additionally, we will analyze locally calculated suspension data and data from the CA Dashboard to monitor suspension rates and evaluate the impact of this action item on those rates. We will also monitor using Panorama data indicating school connectedness and school safety.</p>			
<p>Julius Corsini aims to enhance campus safety by equipping teachers, supervisors, paraprofessionals, the school nurse, and office staff with radios for instant communication across all areas of the school.</p> <p>This added resource will allow for more responsive and coordinated</p>	<p>Julius Corsini Elementary did not use site funds for the planned purchase of new radios, as the district provided support to update and repair our existing radio system. While this addressed our immediate communication needs, the current radios are aging and will need to be replaced in the near future to ensure continued campus</p>	<p>Radios for supervision, paraprofessionals, and classrooms for safety 5000-5999: Services And Other Operating Expenditures LCFF 1000</p>	<p>Radios for supervision, paraprofessionals, and classrooms for safety 5000-5999: Services And Other Operating Expenditures LCFF 0</p>

<b>Planned Actions/Services</b>	<b>Actual Actions/Services</b>	<b>Proposed Expenditures</b>	<b>Estimated Actual Expenditures</b>
<p>supervision, supporting quicker response times to incidents and providing a safer, more structured environment. Improved communication between staff members, including the nurse and office personnel, will facilitate proactive monitoring, ensuring a calm and orderly environment throughout the school day. This will also enable swift communication for health-related needs and emergencies.</p> <p>Monitoring Metrics: The effectiveness of this initiative will be assessed using office referral data to determine if increased communication positively impacts student behavior and school safety. Regular feedback from all radio-equipped staff regarding usability and response effectiveness will also inform ongoing adjustments to optimize this safety measure.</p>	<p>safety and effective communication.</p>		

## Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Julius Corsini Elementary implemented a wide range of strategies to ensure a safe, supportive, and inclusive learning environment for all students. These efforts were grounded in a multi-tiered system of supports (MTSS) that included Positive Behavior Interventions and Supports (PBIS), social-emotional learning through Capturing Kids' Hearts (CKH), mental health services, targeted behavior interventions, attendance incentives, and enhanced campus supervision.

Key strategies included:

PBIS & Behavior Supports:

The PBIS framework was implemented schoolwide using the PBIS Rewards system. Students earned individual and group incentives, and expectations were reinforced through visual reminders (e.g., posters) and regular assemblies promoting kindness, the Pyramid of Success, school safety, and positive citizenship. Implementation was consistent and aligned to schoolwide behavior goals.

**Mental Health Services:**

A licensed mental health therapist provided services 2.5 days per week, delivering both individual and group counseling to students with academic, emotional, or behavioral needs. These services helped stabilize students and offered Tier II and Tier III interventions to improve school engagement and self-regulation.

**Behavioral Paraeducator:**

A dedicated behavior paraeducator supported general education students with transitions, mediation, and behavior plans—particularly those requiring Tier II support. The para worked collaboratively with staff and students to reinforce expectations and keep students engaged in learning.

**Enhanced Supervision:**

Additional supervision was provided during recess and lunch. Supervision aides were trained and supported with extra duty hours to participate in meetings and PD sessions focused on student safety and proactive behavior management.

**Attendance Support:**

The site's multi-disciplinary attendance team regularly monitored chronic absenteeism, conducted outreach, implemented independent study contracts, and offered Saturday school. Students received PBIS points and other incentives for improved attendance. Site and district resources were used to support these efforts.

**Capturing Kids' Hearts (CKH):**

The CKH framework continued to guide relationship-building and classroom culture, supported by district-funded training and coaching. While the school had planned to allocate additional CSI resources to enhance implementation, district funds met the need, and site funds were not used.

**Overall Effectiveness:**

The strategies under Goal 3 had a clear, positive impact on school climate, safety, and student well-being:

**Suspension Rate:**

Locally calculated suspension data shows a reduction to 1.1%, down 1.5 percentage points from the prior year, reflecting improved behavior systems and social-emotional supports.

**Chronic Absenteeism:**

Local attendance data shows chronic absenteeism decreased to 48.8%, down 6.2 percentage points from the prior year, indicating the success of incentives, outreach, and multi-agency support.

**Student Perceptions (Panorama Survey):**

The student Panorama survey showed improvements in self-efficacy and school connectedness, suggesting that students feel safer, more confident, and more supported at school.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

While Julius Corsini Elementary successfully implemented the key strategies outlined under Goal 3, several differences between intended implementation and actual expenditures emerged, primarily due to district-provided supports and adjustments to service delivery:

**Capturing Kids' Hearts (CKH):**

Although CSI funds were allocated to provide additional coaching, materials, and extra duty compensation for the CKH team, no site funds were used. The district fully covered training and implementation support, eliminating the need for local expenditures in this area.

**Safety Equipment (Radios):**

Funds were budgeted to purchase or replace communication radios for supervision and emergency response. However, this action was not implemented with site funds, as the district repaired and updated existing radios at no cost. Future replacement will still be necessary.

**Saturday School Extra Duty (Title I):**

While Saturday School was implemented and contributed to improved attendance, Title I funds allocated for certificated and classified extra duty were not used, as staffing was covered through other site or district sources.

**Mental Health Services:**

Mental health services were delivered as planned, though actual expenditures (\$67,000 Title I + \$3,559 LCFF) came in slightly under the projected total.

**Supervision Staffing Costs:**

One regular supervision staff member was out for an extended period, and the position was temporarily filled by a substitute. In addition, a few vacant supervision aide positions were not immediately filled, and substitutes were used in the interim. These substitutions resulted in lower overall personnel costs than initially projected.

**Attendance Incentives:**

Spending for attendance-related supplies exceeded the original LCFF estimate (\$900 actual vs. \$500 planned), due to higher participation and expanded incentive offerings.

These differences reflect the school's flexibility in leveraging district partnerships and maximizing available resources, while still achieving strong implementation and positive student outcomes in behavior, attendance, and climate.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Based on the analysis of implementation, outcomes, and expenditures, several key changes will be made to Goal 3: Safe and Healthy Learning Environment for the upcoming school year. These changes are designed to ensure sustainability, address identified needs, and reflect shifts in funding sources:

**Adjustment Due to Loss of CSI Funding:**

With the conclusion of CSI funding, actions previously supported by CSI—such as CKH team collaboration, extra duty for attendance support, and materials—will be reallocated to LCFF or Title I where possible, or reduced or discontinued if not essential.

**Sustainability of Capturing Kids' Hearts (CKH):**

Since CKH training and coaching will continue to be district-funded, no site-based expenditures are planned. Additional supports or materials initially planned under CSI will not be replaced unless alternative funding becomes available.

**Supervision and Safety Staffing:**

Given staffing fluctuations and the need for ongoing coverage, supervision support will remain in place. Budgets will be adjusted to reflect realistic costs based on prior year substitute use.

These updates reflect our commitment to maintaining a safe and supportive learning environment, responding to fiscal realities, and focusing resources where they will have the greatest impact. These changes can be found in Goal 3 of the SPSA.

# Goals, Strategies, & Proposed Expenditures

## Goal 1

Increase Academic Achievement

### Goal Statement

Julius Corsini will increase academic achievement through best first instruction and academic interventions.

### LCAP Goal

All Palm Springs Unified School District students will demonstrate mastery of grade level content and will graduate high school prepared with the academic and technical skills necessary for college and career success.

### Identified Need

Julius Corsini Elementary School has been identified for Targeted Support and Improvement (TSI) for the following student groups:

African American students  
Students with Disabilities  
White students

Based on a comprehensive review of the 2024 California School Dashboard, local assessment data (STAR), and progress toward current SPSA goals, Julius Corsini Elementary has seen meaningful academic growth, including reductions in the percentage of students performing at Level 1 and improvements in schoolwide ELA performance. However, significant performance gaps persist, particularly for Students with Disabilities (SWD)—the group identified under Targeted Support and Improvement (TSI) for low academic achievement.

Key Academic Needs Identified:

Students with Disabilities (SWD):

SWD demonstrate very low academic performance across both content areas, with ELA at -140.2 points below standard and Math at -174.5 points below standard—placing them in the Red performance level. These results emphasize the need for enhanced Tier 1 instruction that is inclusive and accessible, expanded small-group and scaffolded support, and ongoing implementation of Universal Design for Learning (UDL) strategies.

Math Achievement Schoolwide:

Math remains a critical area of concern, with all students performing in the Red at -96.9 points below standard and a decline of 5.2 points from the previous year. Despite interim growth in STAR math benchmarks, the Dashboard highlights the need to strengthen math content instruction, conceptual understanding, and Tier 2 supports.

Winter 2024 STAR Math Data:

3rd Grade: 15.9% of all students proficient; 0% of EL students proficient

4th Grade: 9.1% of all students proficient; 5% of EL students proficient

5th Grade: 5.9% of all students proficient; 6.3% of EL students proficient

Proficiency rates remain low, particularly for English Learners, who require targeted language and conceptual support in mathematics.

**Sustaining Growth in ELA:**

ELA performance improved by +13.9 points, moving closer to the state standard. However, students are still in the Orange performance band at -86.7 points below standard. Continued focus on foundational literacy through LETRS-based strategies, targeted small-group instruction, and ELD-integrated supports will be necessary to sustain and accelerate progress.

**Winter 2024 STAR Reading Data:**

3rd Grade: 31% of all students proficient; 22.7% of EL students proficient

4th Grade: 28.9% of all students proficient; 5% of EL students proficient

5th Grade: 51.5% of all students proficient; 25% of EL students proficient

While 5th grade shows stronger overall performance, English Learners consistently perform significantly below their peers across all grade levels, demonstrating a continued need for targeted language development and reading comprehension interventions.

**Focused Supports for English Learners (ELs):**

EL students, while showing growth in STAR data and on the ELPI (+10.9%), continue to perform in the Red in both ELA (-114.5) and Math (-126). Ongoing implementation of designated and integrated ELD, along with structured scaffolds and vocabulary development, is needed to support language acquisition and academic achievement.

**Use of Data to Drive Instruction:**

While STAR assessment data shows progress across grade levels, deeper use of data protocols in PLCs is needed to refine Tier 1 instruction, monitor subgroup performance, and inform intervention planning. Alignment between formative assessments, STAR benchmarks, and instructional decisions remains a priority.

**Summary of Need:**

To close achievement gaps and raise student outcomes, Julius Corsini Elementary must continue to strengthen Tier 1 instruction, expand targeted small-group interventions, and ensure data-driven collaboration among teachers. A particular focus is needed on math achievement and inclusive instructional strategies that address the needs of Students with Disabilities and English Learners, both of whom continue to perform significantly below standard.

## Measuring and Reporting Results

Metric/Indicator	Baseline				Expected Outcome			
	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
California School Dashboard - Academic Indicator for English Language Arts All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)	All	 Orange	86.7 points below standard	Increased 13.9 points	All	Yellow	70 points below standard	Increased Significantly +16.7 points
	EL	 Red	114.5 points below standard	Declined 6.8 points	EL	Orange	104.5 points below standard	Increased +10 points
	Hisp	 Orange	93.9 points below standard	Increased 16.5 points	Hisp	Orange	80.9 points below standard	Increased +13 points

**Metric/Indicator**

**Baseline**

**Expected Outcome**

Students with Disabilities (SWD)

	Orange		
AA	 No Performance Color	48.7 points below standard	Increased 36.2 points
SED	 Orange	86.8 points below standard	Increased 14.7 points
SWD	 No Performance Color	140.2 points below standard	Increased 23.9 points

AA	No Performance Color	40.7 points below standard	Increased +8 points
SED	Yellow	70 points below standard	Increased Significantly +16.8 points
SWD	No Performance Color	125.2 points below standard	Increased Significantly +15 points

California School Dashboard - Academic Indicator for Mathematics All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)

St. Group	Color	DFS/Percentage	Change
All	 Red	96.9 points below standard	Declined 5.2 points
EL	 Red	126.0 points below standard	Declined 25.4 points
Hisp	 Red	106.7 points below standard	Declined 9.6 points
AA	 No Performance Color	37.6 points below standard	Increased 53.4 points
SED	 Red	96.7 points below standard	Declined 4.6 points
SWD	 No Performance Color	174.5 points below standard	Declined 26.7 points

St. Group	Color	DFS/Percentage	Change
All	Yellow	81.9 points below standard	Increased Significantly +15 points
EL	Orange	111.0 points below standard	Increased Significantly +15 points
Hisp	Yellow	91.7 points below standard	Increased Significantly +15 points
AA	No Performance Color	22.6 points below standard	Increased Significantly +15 points
SED	Yellow	81.7 points below standard	Increased Significantly +15 points
SWD	No Performance Color	159.5	Increased Significantly +15

California Science Test - Percent of Students Who Meet or Exceed Standard Grade 5

California Science Test - Percent of Students Who Meet or Exceed Standard Grade 5 - 10.93%

California Science Test - Percent of Students Who Meet or Exceed Standard Grade 5 - 20%

Metric/Indicator	Baseline	Expected Outcome																
California School Dashboard – English Learner Progress Indicator (ELPI)	<table border="1"> <thead> <tr> <th></th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>English Learner Progress Indicator</td> <td> Green</td> <td>45.3%</td> <td>5 10.9</td> </tr> </tbody> </table>		Color	DFS/Percentage	Change	English Learner Progress Indicator	 Green	45.3%	5 10.9	<table border="1"> <thead> <tr> <th></th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>English Learner Progress Indicator</td> <td>Green</td> <td>50.3%</td> <td>Increased 5</td> </tr> </tbody> </table>		Color	DFS/Percentage	Change	English Learner Progress Indicator	Green	50.3%	Increased 5
	Color	DFS/Percentage	Change															
English Learner Progress Indicator	 Green	45.3%	5 10.9															
	Color	DFS/Percentage	Change															
English Learner Progress Indicator	Green	50.3%	Increased 5															
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate: Julius Corsini Elementary: 16.6% Riverside County: 15% California: 13.8%	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate: Julius Corsini Elementary: 20%																
3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results All Students (ALL)	3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL) -18% English Learners (EL) - 10% Hispanic (Hisp) - 16% African American (AA) - 38% Socioeconomically Disadvantaged (SED) - 16% Students with Disabilities (SWD) - 0%	3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL) -38% English Learners (EL) - 14% Hispanic (Hisp) - 20% African American (AA) - 42% Socioeconomically Disadvantaged (SED) - 20% Students with Disabilities (SWD) - 4%																
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance - MET	Williams Textbook/Materials Compliance - MET																

## Planned Strategies/Activities

### Strategy/Activity 1

To enhance the quality of instruction and improve student outcomes, resources have been allocated to provide substitute teacher coverage, enabling classroom teachers to be released during the instructional day.

This initiative creates opportunities for targeted professional growth, peer observations, instructional coaching, assessment administration, and participation in on-site MTSS meetings such as Student Success Teams (SSTs) and Individualized Education Plan (IEP) meetings. In addition, release time will be used to support regularly scheduled Professional Learning Community (PLC) collaboration, allowing grade-level teams to analyze student data, plan instruction, and align interventions across classrooms. This dedicated time fosters a deeper focus on instruction, early intervention, and shared accountability for student progress.

Monitoring Metric:

The effectiveness of this action will be monitored by tracking the number of release days used for professional development, PLC collaboration, and student support meetings.

Student academic progress will be reviewed through STAR assessment data and other site-based monitoring tools to evaluate the impact of collaboration and instructional planning on student outcomes.

### Students to be Served by this Strategy/Activity

- English Learner
- Students with Disabilities
- All

### Timeline

7/1/2025-6/30/2026

### Person(s) Responsible

Administrators, Teachers, TOSAs, FACES, IEP Specialist, Resource Teacher, Counselor, Staff

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	9000
<b>Source</b>	LCFF
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Release time/substitutes - Including but not limited to teacher collaboration, learning walks, grade level data meetings, professional development, coaching, and parent meetings to discuss student progress and success support plans

### Strategy/Activity 2

To support the goal of increasing academic achievement, Julius Corsini Elementary will provide targeted professional development focused on strengthening Tier 1 instruction in both ELA and Math. Staff will participate in conferences, on-site coaching, and structured collaboration to improve instructional practices and address the diverse needs of students.

Priority areas include enhancing math instruction, deepening understanding of the Science of Reading, using PLC structures to drive data-informed instruction, and implementing research-based strategies to support English Learners (ELs) and Students with Disabilities (SWD). Professional learning will also focus on building capacity in the MTSS framework to better align academic supports.

Monitoring Metric:

Effectiveness will be measured by: Staff attendance and participation in professional development, Implementation of essential standards and common assessments in PLCs, STAR benchmark data in ELA and Math, Observation of strategy implementation through walkthroughs and coaching feedback

### Students to be Served by this Strategy/Activity

- English Learner
- Students with Disabilities
- All
- Specific Student Groups:  
African American and White Student Groups

**Timeline**

7/1/2025-6/30/2026

**Person(s) Responsible**

Administration, Teachers, Site Coaches

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	400
<b>Source</b>	LCFF
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Professional development to support best first instruction in ELA, Math, ELD, and Science (conferences/consultant fees, travel expenses, hotel costs)

**Strategy/Activity 3**

To support ongoing instructional growth, Julius Corsini Elementary will allocate additional duty hours for teachers to participate in professional development outside of regular school hours. These extended learning opportunities will focus on strengthening instruction in English Language Arts, Mathematics, and English Language Development.

Key areas of professional learning will include writing instruction using Thinking Maps and process writing strategies, deepening knowledge of foundational reading skills based on the Science of Reading, and implementing targeted strategies for effective math instruction. Teachers will also engage in collaborative planning aligned with grade-level goals and identified student needs.

Monitoring Metric:

Effectiveness will be measured by: Tracking teacher participation in after-hours professional development, analyzing STAR benchmark data in ELA and Math, observing the implementation of research-based strategies during instructional walkthroughs and coaching sessions

**Students to be Served by this Strategy/Activity**

- All

## Timeline

7/1/2025-6/30/2026

## Person(s) Responsible

Administration, Teachers, Site Coaches

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	505
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Provide professional development and collaboration teachers - stipends for extra duty to receive professional development, plan/implement effective instructional strategies targeting areas for student growth.
<b>Amount</b>	700
<b>Source</b>	LCFF
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Provide professional development and collaboration teachers - stipends for extra duty to receive professional development, plan/implement effective instructional strategies targeting areas for student growth.

## Strategy/Activity 4

To support the instructional growth of teachers in delivering effective English Language Development (ELD) instruction, Julius Corsini Elementary will allocate additional duty hours for teachers to participate in professional development outside of regular school hours. These extended professional learning opportunities will focus specifically on strengthening both Designated and Integrated ELD instruction.

Professional learning will include the use of evidence-based strategies to support English learners in accessing academic content, language acquisition techniques embedded in content instruction, and planning for language objectives aligned with grade-level standards. Teachers will also deepen their understanding of integrated language supports across subject areas and collaborate to plan purposeful Designated ELD lessons that address students' language proficiency levels. Emphasis will be placed on fostering academic discourse, structured language practice, and vocabulary development.

### Monitoring Metrics:

Effectiveness will be measured by tracking teacher participation in after-hours ELD professional development, reviewing implementation through classroom walkthroughs and coaching observations, and analyzing ELPAC and ELPAC Interim Assessment data. STAR benchmark data in ELA and Math will also be reviewed to monitor broader academic progress of English Learners.

## Students to be Served by this Strategy/Activity

English Learner

### Timeline

7/1/2025- 6/30/2026

### Person(s) Responsible

Administration, Teachers, Site Coaches

### Proposed Expenditures for this Strategy/Activity

**Amount**

1200

**Source**

LCFF

**Budget Reference**

1000-1999: Certificated Personnel Salaries

**Description**

Provide professional development and collaboration teachers - stipends for extra duty to receive professional development, plan/implement effective instructional strategies targeting areas for student growth.

### Strategy/Activity 5

Julius Corsini is dedicated to enhancing student achievement across Transitional Kindergarten (TK) through 5th grade by securing licensing rights for specific software, which may include, but are not limited to, the following:  
Accelerated Reader-To support strong reading comprehension using personalized reading levels. Data from the program will be utilized to guide small group reading instruction employing evidence-based strategies for support.  
Kagan-To increase student engagement during instruction through evidenced based strategies  
Lexia Core 5-To support literacy development utilizing a personalized path for students based on the Science of Reading. Data from the program will be utilized to guide small group reading instruction employing evidence-based strategies for support.

Monitoring Metric: The impact of access to this software will be evaluated through the monitoring of the rate of passing quizzes and the reading level increase for Accelerated Reader, class engagement and student collaboration during instruction for Kagan, Utilization of platform's analytics to track students' literacy progress for Lexia Core 5, STAR benchmark data

### Students to be Served by this Strategy/Activity

English Learner

Students with Disabilities

All

Specific Student Groups:  
African American and White Student Groups

**Timeline**

7/1/2025- 6/30/2026

**Person(s) Responsible**

Administration, Teachers, TOSAs

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	17486
<b>Source</b>	LCFF
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Licensing rights, online subscriptions, software licenses

**Strategy/Activity 6**

Julius Corsini is committed to improving instruction by bolstering support for the Science of Reading, as well as research-based academic instruction specifically in the area of reading, math, and English Language Development. Funds will be allocated to acquire literacy-focused manipulatives aligned with the Science of Reading principles, along with other manipulatives aimed at reinforcing research-based instruction. This includes but is not limited to: expanding materials for guided reading instruction for targeted reading skills, expand materials and manipulatives in other academic areas.

Monitoring Metric: STAR data, Lexia Core 5 data, usage of research based manipulatives and differentiated reading materials during small group instruction

**Students to be Served by this Strategy/Activity** All**Timeline**

7/1/2025- 6/30/2026

**Person(s) Responsible**

Administration, Teachers, TOSA

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	300
<b>Source</b>	Title I

<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Materials for ELA & Math, math work stations, Learning Dynamics, etc.
<b>Amount</b>	500
<b>Source</b>	LCFF
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	purchase materials, books, supplies, and other needed instructional items in the areas of ELA, math, ELD, and science for instructional rigor

**Strategy/Activity 7**

Julius Corsini remains committed to enhancing the technology infrastructure to support student instruction. This commitment includes ongoing efforts to upgrade, replace, and procure Chromebooks, document cameras, headphones/earbuds, and any other necessary supplies.

Monitoring Metric: We will monitor how many items were purchased using these funds and the educational benefits of the usage of the items.

**Students to be Served by this Strategy/Activity**

All

**Timeline**

7/1/2025- 6/30/2026

**Person(s) Responsible**

Administration, Teachers, TOSA

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	200
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Technology Supplies
<b>Amount</b>	500

<b>Source</b>	LCFF
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Technology Supplies

### Strategy/Activity 8

Julius Corsini will partner with the PSUSD Expanded Learning Department to implement targeted academic interventions in English Language Arts (ELA) and Mathematics. These interventions will be accessible to students beyond regular school hours, reinforcing classroom instruction and providing additional assistance. There will be a particular focus on serving Hispanic and English Learner (EL) students, identified through performance data as having significant achievement gaps.

Monitoring Metric: To gauge the effectiveness of these interventions, we will utilize Star Benchmark data to monitor student progress. We will also track pre-assessment and post-assessment data for each student to precisely measure academic growth.

### Students to be Served by this Strategy/Activity

- English Learner
- All

### Timeline

7/1/2025- 6/30/2026

### Person(s) Responsible

Administration, Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Description</b>	Salaries to be paid by district funds

### Strategy/Activity 9

Funds have been allocated specifically for student field trips which reflects our commitment to prioritizing experiential learning opportunities as integral components of our educational program, particularly those related to academic achievement, equity, and social-emotional learning. By providing equitable access to enriching learning experiences outside the classroom, we strive to support the holistic development of all students and promote equitable outcomes.

Monitoring Metrics: The effectiveness of student field trips in achieving educational goals will be assessed through a variety of measures, including pre- and post-trip assessments, student reflections, teacher observations, and feedback from stakeholders. Evaluation data will inform ongoing improvements to our field trip program and guide future decision-making regarding resource allocation.

**Students to be Served by this Strategy/Activity**

All

**Timeline**

7/1/2025- 6/30/2026

**Person(s) Responsible**

Administration, Teachers

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	500
<b>Source</b>	LCFF
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Field Trips

# Goals, Strategies, & Proposed Expenditures

## Goal 2

Increase Parent and Community Partnerships

### Goal Statement

JCES will increase parent engagement

### LCAP Goal

Palm Springs Unified School District will collaborate with families and our local communities to develop and maintain positive parent, student, and community involvement and engagement to promote and support student success.

### Identified Need

This year, Julius Corsini Elementary experienced a noticeable increase in family engagement through well-attended in-person events such as the Fall Festival, Back-to-School Night, and a family reading event.

We also saw a significant rise in attendance at our Math Night compared to the previous year, highlighting growing interest in academic-focused events. Additionally, our newly introduced Family Movie Night had a strong turnout and was well received by families, indicating the value of offering diverse and inclusive events that foster school connectedness.

Moving forward, it's important to build on the momentum of these events by incorporating parent education components that empower families with strategies to support their children academically and emotionally. Strengthening this partnership will continue to promote student success in academics, behavior, attendance, and social-emotional development.

While the Panorama survey showed a slight decrease in family connectedness, the response rate was also significantly low, with only 16 families out of approximately 400 completing the survey.

This limited response makes it difficult to draw meaningful conclusions about family perceptions and needs. As such, it will be a priority next year to increase family participation in the Panorama survey to obtain a more accurate and useful needs assessment to guide future planning and engagement strategies.

Through SST and IEP meetings, families have also expressed a need for more reading materials at home. Expanding access to take-home books and literacy resources will help families engage more deeply in academic activities and reinforce skills being taught in the classroom.

### Measuring and Reporting Results

**Metric/Indicator**

**Baseline**

**Expected Outcome**

Metric/Indicator	Baseline	Expected Outcome
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes - 16 surveys	Parent Participation in Stakeholder Input Processes - 175 surveys
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - 83% Hispanic (Hisp) 81% African American (AA) 100%	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - 98% Hispanic (Hisp) 99% African American (AA) 100%
Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 75% Hispanic (Hisp) 80% African American (AA) 100%	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 90% Hispanic (Hisp) 96% African American (AA) 100%
Number of Attendees Attending 1 or more school/parent center sponsored events at site	Number of Attendees Attending 1 or more school/parent center sponsored events at site - 320	Number of Parent Attendees attending 1 or more site/parent center sponsored events - 350

## Planned Strategies/Activities

### Strategy/Activity 1

Family Engagement Events will be provided for parent education training and activities to address areas of identified focus. These activities or sessions may include the following topic, but are not limited to: literacy, math, science, mental health, etc.

Monitoring Metrics: We will monitor the success of this action by tracking how many parents attend our events with the focus on increasing family attendance to the events.

### Students to be Served by this Strategy/Activity

All

### Timeline

7/1/2025-6/30/2026

### Person(s) Responsible

Administration  
Staff  
FACES

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	400
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Extra duty- working beyond the school day to support parents outreach
<b>Amount</b>	1604
<b>Source</b>	Title I Part A: Parent Involvement
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Materials and online supports for Parent Engagement Activities
<b>Amount</b>	1000
<b>Source</b>	LCFF
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Extra duty- working beyond the school day to support parents outreach

### Strategy/Activity 2

Family engagement events will be offered specifically to educate parents and guardians of English Learners about the redesignation process for English language proficiency. These trainings will provide families with a clear understanding of the criteria required for reclassification, including ELPAC performance levels, teacher input, report card grades, and academic benchmarks. Sessions will also guide families on how to support language development at home and how to monitor their child's progress toward redesignation.

These targeted workshops aim to empower parents with the knowledge and tools needed to partner in their child's language development and academic success.

Monitoring Metrics:

Success will be measured by tracking parent attendance at redesignation-focused events and monitoring year-over-year increases in participation. Surveys or informal feedback will be used to assess parent understanding of the redesignation process. Redesignation rates will also be reviewed annually to evaluate the broader impact of increased family engagement and awareness.

### Students to be Served by this Strategy/Activity

English Learner

### Timeline

7/1/2025-6/30/2026

### Person(s) Responsible

Administration  
Staff  
FACES

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	300
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Extra duty- working beyond the school day to support parents outreach
<b>Amount</b>	300
<b>Source</b>	LCFF
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Extra duty- working beyond the school day to support parents outreach

### Strategy/Activity 3

Julius Corsini will organize our annual College and Career day for all students with a focus of 4th and 5th grade students. Local community members and high education facilities, such as DHS police officers, electricians, doctors, COD will also attend to present to students.

Monitoring Metric: Panorama Student SEL Survey, Student interest survey

### Students to be Served by this Strategy/Activity

All

### Timeline

7/1/2025-6/30/2026

### Person(s) Responsible

Administration  
Counselor  
Academic Coach  
Staff  
FACES

### Proposed Expenditures for this Strategy/Activity

Amount	300
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Assemblies and speakers for College/Career Day

### Strategy/Activity 4

Organizations will furnish take-home books for early grades, allowing students to read with their families and exchange them for new books when completed.  
Monitoring Metrics: Monitor the number of students who borrow books to take home and subsequently return them for new sets.

### Students to be Served by this Strategy/Activity

English Learner  
 All

### Timeline

7/1/2025-6/30/2026

### Person(s) Responsible

Administration  
Teachers

Academic Coach

**Proposed Expenditures for this Strategy/Activity**

**Amount**

0

**Description**

No cost

# Goals, Strategies, & Proposed Expenditures

## Goal 3

Maintain Healthy and Safe Learning Environment

### Goal Statement

Julius Corsini Elementary will provide a positive, safe, and healthy learning environment and decrease chronic absenteeism and improve daily attendance rates to 96%.

### LCAP Goal

Palm Springs Unified School District will provide healthy and physically and emotionally safe learning environments that foster and support all students.

### Identified Need

Julius Corsini Elementary School has been identified for Targeted Support and Improvement (TSI) based on the performance of the African American, Students with Disabilities (SWD), and White student groups. This designation reflects a need for intensified efforts to address school climate, chronic absenteeism, and student behavior among these groups.

While there have been positive trends in several key indicators, data from the 2024 California School Dashboard, local attendance and suspension reports, and the 2024–25 Panorama student survey reflect persistent areas in need of continued support and improvement.

#### 1. Chronic Absenteeism

Chronic absenteeism has shown overall improvement, declining from 56.8% to 53.6% — a 3.2 percentage point decrease. However, chronic absence rates remain high across multiple student groups:

SWD: 60.6% (Red) – increased by 2.6%

African American: 62.3% (Orange) – declined by 4.4%

Hispanic: 52.3% (Yellow) – declined by 3%

EL: 43.4% (Orange) – declined by 8.5%

SED: 54.2% (Orange) – declined by 2.5%

Although these declines indicate progress, chronic absenteeism remains a significant barrier to academic achievement and school engagement. Ongoing, targeted attendance interventions are needed, especially for students with disabilities and historically underserved groups.

#### 2. Suspension Rate

Suspension rates decreased from 3.3% to 3%, showing a 0.3 percentage point improvement. Overall, most student groups are performing in the Green on the Dashboard:

EL: 0.7% (Green)

Hispanic: 1.3% (Green)

SED: 3% (Green)

However, areas of concern remain:

African American: 6.8% (Red) – increased by 1.4%

SWD: 2.9% (Orange) – increased by 1%

These rates highlight the need to strengthen behavior intervention systems, provide additional training in restorative practices, and ensure consistent implementation of PBIS and tiered behavior supports.

### 3. Panorama Student Survey – School Climate

School Safety: Increased slightly to 54% (from 53%)

School Connectedness: Decreased slightly to 64% (from 66%)

Self-Perception (How Students Feel About Themselves): Increased overall

These results suggest that while students feel slightly safer at school, their overall sense of belonging declined. Strengthening school connectedness through relational strategies like Capturing Kids’ Hearts, campus-wide engagement, and student leadership opportunities will be essential.

### Summary of Needs:

Continue reducing chronic absenteeism, especially for SWD, African American, and SED students, address disproportionate suspension rates, particularly for African American students and SWD, improve student connectedness and campus climate, especially among targeted subgroups, ensure full campus communication coverage by assessing and updating radio inventory, efforts to address these needs will be aligned with schoolwide behavior systems (PBIS) and the use of Coach Wooden’s Pyramid of Success, Tiered interventions, targeted attendance strategies, restorative practices, and school culture-building programs. Sustained focus on building strong relationships, consistent behavior expectations, and student voice will be key to improving safety, inclusion, and engagement for all learners.

## Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome																																				
Student Attendance Rates All Students (ALL)	Student Attendance Rates All Students (ALL) - As of April 30, 2025 88.1%	Student Attendance Rates All Students (ALL) - 88.5%																																				
Chronic Absenteeism Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>Yellow</td> <td>53.6% Chronically Absent</td> <td>Declined 3.2</td> </tr> <tr> <td>EL</td> <td>Orange</td> <td>43.4% Chronically Absent</td> <td>Declined 8.5</td> </tr> <tr> <td>Hisp</td> <td>Yellow</td> <td>52.3% Chronically Absent</td> <td>Declined 3</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	Yellow	53.6% Chronically Absent	Declined 3.2	EL	Orange	43.4% Chronically Absent	Declined 8.5	Hisp	Yellow	52.3% Chronically Absent	Declined 3	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>Yellow</td> <td>49.6%</td> <td>Declined 4</td> </tr> <tr> <td>EL</td> <td>Yellow</td> <td>39.4%</td> <td>Declined 4</td> </tr> <tr> <td>Hisp</td> <td>Yellow</td> <td>48.3%</td> <td>Declined 4</td> </tr> <tr> <td>AA</td> <td>Yellow</td> <td>58.3%</td> <td>Declined 4</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	Yellow	49.6%	Declined 4	EL	Yellow	39.4%	Declined 4	Hisp	Yellow	48.3%	Declined 4	AA	Yellow	58.3%	Declined 4
St. Group	Color	DFS/Percentage	Change																																			
All	Yellow	53.6% Chronically Absent	Declined 3.2																																			
EL	Orange	43.4% Chronically Absent	Declined 8.5																																			
Hisp	Yellow	52.3% Chronically Absent	Declined 3																																			
St. Group	Color	DFS/Percentage	Change																																			
All	Yellow	49.6%	Declined 4																																			
EL	Yellow	39.4%	Declined 4																																			
Hisp	Yellow	48.3%	Declined 4																																			
AA	Yellow	58.3%	Declined 4																																			

**Metric/Indicator**

**Baseline**

**Expected Outcome**

--

AA	Orange	62.3% Chronically Absent	Declined 4.4
SED	Orange	54.2% Chronically Absent	Declined 2.5
SWD	Red	60.6% Chronically Absent	Increased 2.6

SED	Yellow	50.2%	Declined 4
SWD	Yellow	56.6%	Declined 4

Suspension Rates:  
 All Students (ALL)  
 English Learner (EL)  
 Hispanic (Hisp)  
 African American (AA)  
 Socioeconomically Disadvantaged (SED)  
 Students with Disabilities (SWD)

St. Group	Color	DFS/Percentage	Change
All	Green	3% suspended at least one day	Declined 0.3%
EL	Green	0.7% suspended at least one day	Declined 0.8%
Hisp	Green	1.3% suspended at least one day	Declined 0.6%
AA	Red	6.8% suspended at least one day	Increased 1.4%
SED	Green	3% suspended at least one day	Declined 0.5%
SWD	Orange	2.9% suspended at least one day	Increased 1%

St. Group	Color	DFS/Percentage	Change
All	Green	2.5%	Declined .5%
EL	Blue	.4%	Declined .4%
Hisp	Green	1%	Declined .3%
AA	Yellow	3.8%	Declined 3%
SED	Green	2%	Declined 1%
SWD	Blue	1.9%	Declined 1%

Suspension Rates:  
 All Students (ALL)  
 English Learner (EL)  
 Hispanic (Hisp)  
 African American (AA)  
 Socioeconomically Disadvantaged (SED)  
 Students with Disabilities (SWD)

Suspension Rates:  
 All Students (ALL)-3%  
 English Learner (EL)-.7%  
 Hispanic (Hisp)-1.3%  
 African American (AA)-6.8%  
 Socioeconomically Disadvantaged (SED)-3%  
 Students with Disabilities (SWD)-2.9%

Suspension Rates:  
 All Students (ALL)-2.5%  
 English Learner (EL)-.4%  
 Hispanic (Hisp)-1%  
 African American (AA)-3.8%  
 Socioeconomically Disadvantaged (SED)-2%  
 Students with Disabilities (SWD)-1.9%

Expulsion Rates  
 All Students (ALL)  
 English Learner (EL)  
 Hispanic (Hisp)  
 African American (AA)

Expulsion Rates - 0  
 All Students (ALL) - 0  
 English Learner (EL)- 0  
 Hispanic (Hisp)- 0  
 African American (AA)- 0

Expulsion Rates- 0  
 All Students (ALL) - 0  
 English Learner (EL) - 0  
 Hispanic (Hisp) - 0  
 African American (AA) - 0

Metric/Indicator	Baseline	Expected Outcome
Panorama Survey – School Connectedness All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey - School Connectedness All students - 64% EL - 72% AA - 62% Hisp - 67%	Panorama Survey - School Connectedness All Students (ALL) - 78% English Learner (EL) -85% Hispanic (Hisp) - 80% African American (AA) - 80%
Panorama Survey – School Safety All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey - School Safety All students (ALL): 54% English Learner (EL) -65% Hispanic (Hisp) - 55% African American (AA) - 51%	Panorama Survey – School Safety All Students (ALL) - 80% English Learner (EL) - 80% Hispanic (Hisp) - 80% African American (AA) - 80%
Williams Facilities Inspection Results	Williams Facilities Inspection Results - Met	Williams Facilities Inspection Results - Met

## Planned Strategies/Activities

### Strategy/Activity 1

To foster a safe and inclusive learning environment, Julius Corsini Elementary will continue to implement schoolwide Positive Behavior Interventions and Supports (PBIS). This multi-tiered framework includes proactive strategies for explicitly teaching, reinforcing, and recognizing appropriate student behavior both inside and outside of the classroom. PBIS will be embedded into daily routines and supported through consistent expectations and positive reinforcement.

Students will be recognized for meeting behavioral expectations through both individual and group incentives, with the use of PBIS Rewards, or a similar online behavior management platform, to track and award points. Incentives will include raffles, experiences, and tangible rewards. Visual reminders such as PBIS posters will be displayed throughout the school to reinforce expectations. The program will also be supported through regular assemblies and classroom presentations that emphasize core values such as kindness, respect, and responsibility, along with ongoing promotion of Coach Wooden’s Pyramid of Success, Capturing Kids’ Hearts, and Safe Schools initiatives.

This approach is intended not only to reduce disruptive behaviors and suspensions but also to build a positive school culture that supports academic and social-emotional success for all students.

Monitoring Metrics: Frequency and documentation of monthly PBIS Team meetings, analysis of data shared during PBIS meetings to inform decisions and interventions, PBIS Rewards platform reports, tracking the number of points awarded schoolwide by month and student subgroup, monthly review of office referral data to identify trends and respond proactively, monitoring of local suspension data and California School Dashboard suspension indicators for all

student groups, particularly those identified for TSI, Panorama student survey results in the areas of school connectedness and school safety, disaggregated by student group to identify patterns and areas for growth  
 This strategy will be reviewed and refined throughout the year to ensure alignment with schoolwide behavior goals and student needs.

**Students to be Served by this Strategy/Activity**

- Students with Disabilities
- All
- Specific Student Groups:  
African American and White Student Groups

**Timeline**

7/1/2025-6/30/2026

**Person(s) Responsible**

Administration  
 Counselor  
 PBIS Tier 1 Team  
 JCES Teachers  
 JCES Support Staff

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	250
<b>Source</b>	LCFF
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Materials, Supplies, and online behavior management system
<b>Amount</b>	250
<b>Source</b>	LCFF
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Materials, Supplies, and online behavior management system

**Strategy/Activity 2**

Julius Corsini will provide Mental Health services 2.5 days per week to the students of JCES who are struggling with academics, social emotional, or behavioral for various reasons. The therapist will provide individual and/or group sessions to target these areas of need. Supports will be put into place to assist students in the classroom and at home. A licensed therapist will continue to be contracted with one other PSUSD school within the DHS community to provide therapy services to students and families of Julius Corsini.

Monitoring Metrics: Number of counseling sessions conducted per week/month, Attendance rate of students in counseling sessions, Percentage of students showing improvement in behavior or emotional regulation, Number of referrals made to external mental health services, Feedback from students, teachers, and parents regarding the effectiveness of counseling services, Reduction in disciplinary actions related to behavior or mental health concerns, Academic progress of students receiving counseling support, Student satisfaction surveys regarding counseling services, Number of crisis interventions conducted, Collaborative meetings attended with school staff to discuss student needs.

### Students to be Served by this Strategy/Activity

- Students with Disabilities
- Specific Student Groups:  
Targeted Tier II/III Behavior Intervention Students

### Timeline

7/1/2025-6/30/2026

### Person(s) Responsible

Administrator  
JCES Support Staff  
Mental Health Therapist  
Counselor

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	76340
<b>Source</b>	Title I
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Therapist to work with Tier II/III students and their families
<b>Amount</b>	9517
<b>Source</b>	LCFF
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries

**Description**

Therapist to work with Tier II/III students and their families

**Strategy/Activity 3**

Julius Corsini will offer behavioral and social-emotional support to general education students through the assignment of a ParaEducator focusing on behavior. The behavior paraeducator will assist students with mediation, transitions, and the implementation of the PBIS Program. There will be a particular focus on Tier II Behavior Intervention Students, with behavior support plans aimed at ensuring all students remain actively engaged in classroom instruction. These measures are intended to enhance overall student behavior data and decrease suspension rates.  
Monitoring Metrics: The behavior paraeducator will gather data on the students receiving support, assess their specific needs, and document the duration of support provided to monitor the effectiveness of this initiative.

**Students to be Served by this Strategy/Activity**

- All
- Specific Student Groups:  
Targeted Tier II/III Behavior Intervention Students, African American and White Student Groups

**Timeline**

7/1/2025- 6/30/2026

**Person(s) Responsible**

Administration  
Counselor  
Mental Health Therapist  
Para Behavior  
Tier 2/3 Team  
Staff

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	41887
<b>Source</b>	LCFF
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Behavior Para (.6152 FTE) to support continued implementation of PBIS Tier 2 structures.

**Strategy/Activity 4**

Julius Corsini aims to enhance playground safety by offering additional supervision. This will enable more vigilant monitoring of students, facilitating the recognition of positive behaviors aligned with PBIS expectations and Coach Wooden's Pyramid of Success principles. Additional duty time will be allocated to facilitate collaboration and strengthen supervision responsibilities.  
 Monitoring Metrics: We will utilize office referral and suspension data to evaluate the effectiveness of this action item.

**Students to be Served by this Strategy/Activity**

All

**Timeline**

7/1/2025- 6/30/2026

**Person(s) Responsible**

Administration  
 JCES Support Staff

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	62846
<b>Source</b>	LCFF
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Supervision Aide Salaries
<b>Amount</b>	500
<b>Source</b>	LCFF
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Supervision Aides -extra duty (salary & fringes)

**Strategy/Activity 5**

To address chronic absenteeism, an attendance team, including the school counselor, Julius Corsini FACES, and office staff, will collaborate to improve the attendance of chronically absent students. We will target all student groups and work to reduce the number of students who are chronically absent. SART and SARB meetings will be held to support students with attendance issues. The attendance team will meet regularly to monitor students and communicate with families. Independent study contracts will be implemented for extended absences. The PBIS Rewards store will be used to incentivize attendance, with students earning points for attending school, which can be used to purchase items, experiences, and enter raffles. Additional incentives will be developed by the

attendance team to further support improved attendance. Additionally, we will allocate specific time after school and funds to enhance and expand the efforts of last year's attendance team and to provide Saturday school for students to recover attendance.

Monitoring Metrics: We will assess attendance rates during targeted days/times when attendance incentives/experiences are offered to evaluate the effectiveness of these incentives, as well as attendance for Saturday school. Additionally, we will monitor the frequency of SARB and SART meetings conducted annually and track the implementation of independent studies for extended absences. Utilizing local attendance data and the CA Dashboard Chronic Absenteeism data, we will continuously monitor the success of our efforts to improve student attendance throughout the school year.

**Students to be Served by this Strategy/Activity**

All

**Timeline**

7/1/2025- 6/30/2026

**Person(s) Responsible**

Administration  
Staff

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	1000
<b>Source</b>	LCFF
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Attendance supplies to motivate attendance improvement. This connects to positive behavior and personal achievement.
<b>Amount</b>	500
<b>Source</b>	LCFF
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Extra duty for Saturday school
<b>Amount</b>	500
<b>Source</b>	LCFF
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries

**Description**

Extra duty for Saturday school

**Strategy/Activity 6**

Capturing Kids Hearts Training and Coaching - experiential training and expert coaching of the Capturing Kids Hearts research-based process to improve school performance and safety (strengthened school connectedness, decrease in discipline referrals, increased attendance, reduced negative behaviors, improved academic performance). The training includes a character-based curriculum for students (including personalized support) that will allow teams to build meaningful, productive relationships with every student and colleague; use the CKH EXCEL teaching model to create safe, effective learning environments for learning, develop self-managing, high-performing classrooms, using team building skills and s Social Contract, techniques for dealing with conflict, negative behavior, and disrespect issues. Program and salaries to be paid by district funds.

Monitoring Metrics: We will evaluate the effectiveness of this strategy by monitoring the frequency of CKH Team meetings and the utilization of data during these meetings. Monthly and annual reports will track overall office referrals and points awarded through the PBIS Rewards program/application to assess its success. Additionally, we will analyze locally calculated suspension data and data from the CA Dashboard to monitor suspension rates and evaluate the impact of this action item on those rates. We will also monitor using Panorama data indicating school connectedness and school safety.

**Students to be Served by this Strategy/Activity**

All

**Timeline**

7/1/2025- 6/30/2026

**Person(s) Responsible**

Adminstration  
All Staff  
CKH Team

**Proposed Expenditures for this Strategy/Activity**

**Amount** 0

**Description** Program and salaries to be paid by district funds

**Strategy/Activity 7**

Julius Corsini aims to enhance campus safety by equipping teachers, supervisors, paraprofessionals, the school nurse, and office staff with radios for instant communication across all areas of the school.

This resource will allow for more responsive and coordinated supervision, supporting quicker response times to incidents and providing a safer, more structured environment. Improved communication between staff members, including the nurse and office personnel, will facilitate proactive monitoring, ensuring a calm and orderly environment throughout the school day. This will also enable swift communication for health-related needs and emergencies.

Monitoring Metrics: The effectiveness of this initiative will be assessed using office referral data to determine if increased communication positively impacts student behavior and school safety. Regular feedback from all radio-equipped staff regarding usability and response effectiveness will also inform ongoing adjustments to optimize this safety measure.

### Students to be Served by this Strategy/Activity

All

### Timeline

7/1/2025- 6/30/2026

### Person(s) Responsible

Administration  
All Staff

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	1000
<b>Source</b>	LCFF
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Radios for supervision, paraprofessionals, and classrooms for safety

# Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program’s goals and will be performed as a centralized services. Note: the total amount of each categorical program must be aligned with the Consolidated Application.

<b>School Goal #1: Increase Academic Achievement</b>				
<b>Actions to be Taken to Reach This Goal</b>  Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	<b>Start Date Completion Date</b>	<b>Proposed Expenditure</b>	<b>Estimated Cost</b>	<b>Funding Source (itemize for each source)</b>
Math Collaboration and Professional Development	July 1, 2025 - June 30, 2026	Consultants and substitutes to support the implementation of math routines and strategies for the development of conceptual understanding	6,667	Title I
Primary Reading Intervention Program	July 1, 2025 - June 30, 2026	Provide a dedicated Reading Intervention Teacher, an instructional aide, and intervention instructional materials to support student skill development in reading across grades TK-2 funded via the Learning Recovery Emergency Block Grant	205,062	None Specified
Technology Teacher on Special Assignment (TOSA)	July 1, 2025 - June 30, 2026	Support students and staff with the integration of technology into instruction	6,083	Title II

<b>School Goal #2: Increase Parent and Community Partnerships</b>				
<b>Actions to be Taken to Reach This Goal</b>  Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	<b>Start Date Completion Date</b>	<b>Proposed Expenditure</b>	<b>Estimated Cost</b>	<b>Funding Source (itemize for each source)</b>
Family engagement events and classes	July 1, 2025 - June 30, 2026	Parenting Classes on effective strategies and structures. Parent/community engagement events	1,500	LCFF

<b>School Goal #3: Maintain Healthy and Safe Learning Environment</b>				
<b>Actions to be Taken to Reach This Goal</b>	<b>Start Date Completion Date</b>	<b>Proposed Expenditure</b>	<b>Estimated Cost</b>	<b>Funding Source (itemize for each source)</b>
Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development)				
Youth Mental Health First Aid Training	July 1, 2025 - June 30, 2026	Training and accompanying books and materials	2,962	Title IV

*Note: Centralized services may include the following direct services:*

- *Evidence-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff*
- *District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches*
- *After-school and Summer School programs funded by categorical programs*
- *Data analysis services, software, and training for assessment of student progress*

*Centralized Services do not include administrative costs.*

# Budget Summary and Consolidation

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$79,649
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$229,785.00

## Allocations by Funding Source

Funding Source	Amount	Balance
Title I	78,045	0.00
Title I Part A: Parent Involvement	1,604	0.00
LCFF	150,136	0.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$78,045.00
Title I Part A: Parent Involvement	\$1,604.00

Subtotal of additional federal funds included for this school: \$79,649.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$0.00
LCFF	\$150,136.00

Subtotal of state or local funds included for this school: \$150,136.00

Total of federal, state, and/or local funds for this school: \$229,785.00

## Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF	150,136.00
Title I	78,045.00
Title I Part A: Parent Involvement	1,604.00

## Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	12,605.00
2000-2999: Classified Personnel Salaries	192,890.00
4000-4999: Books And Supplies	4,654.00
5000-5999: Services And Other Operating Expenditures	19,236.00
5800: Professional/Consulting Services And Operating Expenditures	400.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	LCFF	11,400.00
2000-2999: Classified Personnel Salaries	LCFF	116,550.00
4000-4999: Books And Supplies	LCFF	2,550.00
5000-5999: Services And Other Operating Expenditures	LCFF	19,236.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	400.00
1000-1999: Certificated Personnel Salaries	Title I	1,205.00
2000-2999: Classified Personnel Salaries	Title I	76,340.00
4000-4999: Books And Supplies	Title I	500.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1,604.00

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Betsy Gomez	X				
Amy Chaney		X			
Sarah Williams			X		
Kathryn Sloan		X			
Theresa Forman		X			
Alejandra Cervantes				X	
Selena Hernandez				X	
Emily Tarango-Bounds				X	
Cynthia Gurrola				X	
Marbella Oseguera				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**



English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 1, 2025.

Attested:



Principal, Betsy Gomez on 5/1/25



SSC Chairperson, Kathryn Sloan on 5/1/25

# Title I and LCFF Funded Program Evaluation

<b>Goal #1:</b>
Julius Corsini will increase academic achievement through best first instruction and academic interventions.

<b>Actions/ Activities (Strategies)</b>	<b>What is working and why? (Effective indicators)</b>  <i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	<b>What is not working and why? (Ineffective indicators)</b>  <i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	<b>Modification(s) based on evaluation results</b>  <i>Continue or discontinue and why?</i>
<p>To enhance the quality of instruction and improve student outcomes, resources have been allocated to provide substitute teacher coverage, enabling classroom teachers to be released during the instructional day.</p> <p>This initiative creates opportunities for targeted professional growth, peer observations, instructional coaching, assessment administration, and participation in on-site MTSS meetings such as Student Success Teams (SSTs) and Individualized Education Plan (IEP) meetings. In addition, release time will be used to support regularly scheduled Professional Learning Community (PLC) collaboration, allowing grade-level teams to analyze student data, plan instruction, and align interventions across classrooms. This dedicated time fosters a deeper focus on instruction, early intervention, and shared accountability for student progress.</p> <p><b>Monitoring Metric:</b> The effectiveness of this action will be monitored by tracking the number of release days used for professional development, PLC collaboration, and student support meetings. Student academic progress will be reviewed through STAR assessment data and other site-based monitoring tools to evaluate the impact of collaboration and instructional planning on student outcomes.</p>			
<p>To support the goal of increasing academic achievement, Julius Corsini Elementary will provide</p>			

<p>targeted professional development focused on strengthening Tier 1 instruction in both ELA and Math. Staff will participate in conferences, on-site coaching, and structured collaboration to improve instructional practices and address the diverse needs of students.</p> <p>Priority areas include enhancing math instruction, deepening understanding of the Science of Reading, using PLC structures to drive data-informed instruction, and implementing research-based strategies to support English Learners (ELs) and Students with Disabilities (SWD). Professional learning will also focus on building capacity in the MTSS framework to better align academic supports.</p> <p>Monitoring Metric: Effectiveness will be measured by: Staff attendance and participation in professional development, Implementation of essential standards and common assessments in PLCs, STAR benchmark data in ELA and Math, Observation of strategy implementation through walkthroughs and coaching feedback</p>			
<p>To support ongoing instructional growth, Julius Corsini Elementary will allocate additional duty hours for teachers to participate in professional development outside of regular school hours. These extended learning opportunities will focus on strengthening instruction in English Language Arts, Mathematics, and English Language Development.</p> <p>Key areas of professional learning will include writing instruction using Thinking Maps and process writing strategies, deepening knowledge of foundational reading skills based on the Science of Reading, and implementing targeted strategies for effective math instruction. Teachers will also engage in collaborative planning aligned with grade-level goals and identified student needs.</p> <p>Monitoring Metric: Effectiveness will be measured by: Tracking teacher participation in</p>			

<p>after-hours professional development, analyzing STAR benchmark data in ELA and Math, observing the implementation of research-based strategies during instructional walkthroughs and coaching sessions</p>			
<p>To support the instructional growth of teachers in delivering effective English Language Development (ELD) instruction, Julius Corsini Elementary will allocate additional duty hours for teachers to participate in professional development outside of regular school hours. These extended professional learning opportunities will focus specifically on strengthening both Designated and Integrated ELD instruction.</p> <p>Professional learning will include the use of evidence-based strategies to support English learners in accessing academic content, language acquisition techniques embedded in content instruction, and planning for language objectives aligned with grade-level standards. Teachers will also deepen their understanding of integrated language supports across subject areas and collaborate to plan purposeful Designated ELD lessons that address students' language proficiency levels. Emphasis will be placed on fostering academic discourse, structured language practice, and vocabulary development.</p> <p>Monitoring Metrics: Effectiveness will be measured by tracking teacher participation in after-hours ELD professional development, reviewing implementation through classroom walkthroughs and coaching observations, and analyzing ELPAC and ELPAC Interim Assessment data. STAR benchmark data in ELA and Math will also be reviewed to monitor broader academic progress of English Learners.</p>			
<p>Julius Corsini is dedicated to enhancing student achievement across Transitional Kindergarten (TK) through 5th grade by securing licensing rights for specific software, which may include, but are not limited to, the following:</p>			

<p>Accelerated Reader-To support strong reading comprehension using personalized reading levels. Data from the program will be utilized to guide small group reading instruction employing evidence-based strategies for support.</p> <p>Kagan-To increase student engagement during instruction through evidenced based strategies</p> <p>Lexia Core 5-To support literacy development utilizing a personalized path for students based on the Science of Reading. Data from the program will be utilized to guide small group reading instruction employing evidence-based strategies for support.</p> <p>Monitoring Metric: The impact of access to this software will be evaluated through the monitoring of the rate of passing quizzes and the reading level increase for Accelerated Reader, class engagement and student collaboration during instruction for Kagan, Utilization of platform's analytics to track students' literacy progress for Lexia Core 5, STAR benchmark data</p>			
<p>Julius Corsini is committed to improving instruction by bolstering support for the Science of Reading, as well as research-based academic instruction specifically in the area of reading, math, and English Language Development. Funds will be allocated to acquire literacy-focused manipulatives aligned with the Science of Reading principles, along with other manipulatives aimed at reinforcing research-based instruction. This includes but is not limited to: expanding materials for guided reading instruction for targeted reading skills, expand materials and manipulatives in other academic areas.</p> <p>Monitoring Metric: STAR data, Lexia Core 5 data, usage of research based manipulatives and differentiated reading materials during small group instruction</p>			
<p>Julius Corsini remains committed to enhancing the technology infrastructure to support student instruction. This commitment includes ongoing efforts to upgrade, replace, and procure Chromebooks,</p>			

<p>document cameras, headphones/earbuds, and any other necessary supplies.</p> <p>Monitoring Metric: We will monitor how many items were purchased using these funds and the educational benefits of the usage of the items.</p>			
<p>Julius Corsini will partner with the PSUSD Expanded Learning Department to implement targeted academic interventions in English Language Arts (ELA) and Mathematics. These interventions will be accessible to students beyond regular school hours, reinforcing classroom instruction and providing additional assistance. There will be a particular focus on serving Hispanic and English Learner (EL) students, identified through performance data as having significant achievement gaps.</p> <p>Monitoring Metric: To gauge the effectiveness of these interventions, we will utilize Star Benchmark data to monitor student progress. We will also track pre-assessment and post-assessment data for each student to precisely measure academic growth.</p>			
<p>Funds have been allocated specifically for student field trips which reflects our commitment to prioritizing experiential learning opportunities as integral components of our educational program, particularly those related to academic achievement, equity, and social-emotional learning. By providing equitable access to enriching learning experiences outside the classroom, we strive to support the holistic development of all students and promote equitable outcomes.</p> <p>Monitoring Metrics: The effectiveness of student field trips in achieving educational goals will be assessed through a variety of measures, including pre- and post-trip assessments, student reflections, teacher observations, and feedback from stakeholders. Evaluation data will inform ongoing improvements to our field trip program and guide future decision-making regarding resource allocation.</p>			

<b>Goal #2:</b>
JCES will increase parent engagement

<b>Actions/ Activities (Strategies)</b>	<b>What is working and why? (Effective indicators)</b>  <i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	<b>What is not working and why? (Ineffective indicators)</b>  <i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	<b>Modification(s) based on evaluation results</b>  <i>Continue or discontinue and why?</i>
<p>Family Engagement Events will be provided for parent education training and activities to address areas of identified focus. These activities or sessions may include the following topic, but are not limited to: literacy, math, science, mental health, etc.</p> <p>Monitoring Metrics: We will monitor the success of this action by tracking how many parents attend our events with the focus on increasing family attendance to the events.</p>			
<p>Family engagement events will be offered specifically to educate parents and guardians of English Learners about the redesignation process for English language proficiency. These trainings will provide families with a clear understanding of the criteria required for reclassification, including ELPAC performance levels, teacher input, report card grades, and academic benchmarks. Sessions will also guide families on how to support language development at home and how to monitor their child's progress toward redesignation.</p> <p>These targeted workshops aim to empower parents with the knowledge and tools needed to partner in their child's language development and academic success.</p> <p>Monitoring Metrics: Success will be measured by tracking parent attendance at redesignation-focused events and monitoring year-over-year increases in participation. Surveys or informal feedback will be used to assess</p>			

parent understanding of the redesignation process. Redesignation rates will also be reviewed annually to evaluate the broader impact of increased family engagement and awareness.			
Julius Corsini will organize our annual College and Career day for all students with a focus of 4th and 5th grade students. Local community members and high educations facilities, such as DHS police officers, electricians, doctors, COD will also attend to present to students.  Monitoring Metric: Panorama Student SEL Survey, Student interest survey			
Organizations will furnish take-home books for early grades, allowing students to read with their families and exchange them for new books when completed.  Monitoring Metrics: Monitor the number of students who borrow books to take home and subsequently return them for new sets.			

**Goal #3:**  
Julius Corsini Elementary will provided a positive, safe, and healthy learning environment and decrease chronic absenteeism and improve daily attendance rates to 96%.

<b>Actions/ Activities (Strategies)</b>	<b>What is working and why? (Effective indicators)</b> <i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	<b>What is not working and why? (Ineffective indicators)</b> <i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	<b>Modification(s) based on evaluation results</b> <i>Continue or discontinue and why?</i>
To foster a safe and inclusive learning environment, Julius Corsini Elementary will continue to implement schoolwide Positive Behavior Interventions and Supports (PBIS). This multi-tiered framework includes proactive strategies for explicitly teaching, reinforcing, and recognizing appropriate student behavior both inside and outside of the classroom. PBIS will be embedded into daily routines and supported through consistent expectations and positive reinforcement.			

Students will be recognized for meeting behavioral expectations through both individual and group incentives, with the use of PBIS Rewards, or a similar online behavior management platform, to track and award points. Incentives will include raffles, experiences, and tangible rewards. Visual reminders such as PBIS posters will be displayed throughout the school to reinforce expectations. The program will also be supported through regular assemblies and classroom presentations that emphasize core values such as kindness, respect, and responsibility, along with ongoing promotion of Coach Wooden's Pyramid of Success, Capturing Kids' Hearts, and Safe Schools initiatives.

This approach is intended not only to reduce disruptive behaviors and suspensions but also to build a positive school culture that supports academic and social-emotional success for all students.

Monitoring Metrics: Frequency and documentation of monthly PBIS Team meetings, analysis of data shared during PBIS meetings to inform decisions and interventions, PBIS Rewards platform reports, tracking the number of points awarded schoolwide by month and student subgroup, monthly review of office referral data to identify trends and respond proactively, monitoring of local suspension data and California School Dashboard suspension indicators for all student groups, particularly those identified for TSI, Panorama student survey results in the areas of school connectedness and school safety, disaggregated by student group to identify patterns and areas for growth

This strategy will be reviewed and refined throughout the year to ensure alignment with schoolwide behavior goals and student needs.

Julius Corsini will provide Mental Health services 2.5 days per week to the students of JCES who are struggling with academics, social emotional, or behavioral for various reasons. The therapist will provide

<p>individual and/or group sessions to target these areas of need. Supports will be put into place to assist students in the classroom and at home. A licensed therapist will continue to be contracted with one other PSUSD school within the DHS community to provide therapy services to students and families of Julius Corsini.</p> <p>Monitoring Metrics: Number of counseling sessions conducted per week/month, Attendance rate of students in counseling sessions, Percentage of students showing improvement in behavior or emotional regulation, Number of referrals made to external mental health services, Feedback from students, teachers, and parents regarding the effectiveness of counseling services, Reduction in disciplinary actions related to behavior or mental health concerns, Academic progress of students receiving counseling support, Student satisfaction surveys regarding counseling services, Number of crisis interventions conducted, Collaborative meetings attended with school staff to discuss student needs.</p>			
<p>Julius Corsini will offer behavioral and social-emotional support to general education students through the assignment of a ParaEducator focusing on behavior. The behavior paraeducator will assist students with mediation, transitions, and the implementation of the PBIS Program. There will be a particular focus on Tier II Behavior Intervention Students, with behavior support plans aimed at ensuring all students remain actively engaged in classroom instruction. These measures are intended to enhance overall student behavior data and decrease suspension rates.</p> <p>Monitoring Metrics: The behavior paraeducator will gather data on the students receiving support, assess their specific needs, and document the duration of support provided to monitor the effectiveness of this initiative.</p>			
<p>Julius Corsini aims to enhance playground safety by offering additional supervision. This will enable more vigilant monitoring of students, facilitating the recognition</p>			

<p>of positive behaviors aligned with PBIS expectations and Coach Wooden's Pyramid of Success principles. Additional duty time will be allocated to facilitate collaboration and strengthen supervision responsibilities.</p> <p>Monitoring Metrics: We will utilize office referral and suspension data to evaluate the effectiveness of this action item.</p>			
<p>To address chronic absenteeism, an attendance team, including the school counselor, Julius Corsini FACES, and office staff, will collaborate to improve the attendance of chronically absent students. We will target all student groups and work to reduce the number of students who are chronically absent. SART and SARB meetings will be held to support students with attendance issues. The attendance team will meet regularly to monitor students and communicate with families. Independent study contracts will be implemented for extended absences. The PBIS Rewards store will be used to incentivize attendance, with students earning points for attending school, which can be used to purchase items, experiences, and enter raffles. Additional incentives will be developed by the attendance team to further support improved attendance. Additionally, we will allocate specific time after school and funds to enhance and expand the efforts of last year's attendance team and to provide Saturday school for students to recover attendance.</p> <p>Monitoring Metrics: We will assess attendance rates during targeted days/times when attendance incentives/experiences are offered to evaluate the effectiveness of these incentives, as well as attendance for Saturday school. Additionally, we will monitor the frequency of SARB and SART meetings conducted annually and track the implementation of independent studies for extended absences. Utilizing local attendance data and the CA Dashboard Chronic Absenteeism data, we will continuously monitor the success of our efforts to improve student</p>			

attendance throughout the school year.			
<p>Capturing Kids Hearts Training and Coaching - experiential training and expert coaching of the Capturing Kids Hearts research-based process to improve school performance and safety (strengthened school connectedness, decrease in discipline referrals, increased attendance, reduced negative behaviors, improved academic performance). The training includes a character-based curriculum for students (including personalized support) that will allow teams to build meaningful, productive relationships with every student and colleague; use the CKH EXCEL teaching model to create safe, effective learning environments for learning, develop self-managing, high-performing classrooms, using team building skills and s Social Contract, techniques for dealing with conflict, negative behavior, and disrespect issues. Program and salaries to be paid by district funds.</p> <p>Monitoring Metrics: We will evaluate the effectiveness of this strategy by monitoring the frequency of CKH Team meetings and the utilization of data during these meetings. Monthly and annual reports will track overall office referrals and points awarded through the PBIS Rewards program/application to assess its success. Additionally, we will analyze locally calculated suspension data and data from the CA Dashboard to monitor suspension rates and evaluate the impact of this action item on those rates. We will also monitor using Panorama data indicating school connectedness and school safety.</p>			
<p>Julius Corsini aims to enhance campus safety by equipping teachers, supervisors, paraprofessionals, the school nurse, and office staff with radios for instant communication across all areas of the school.</p> <p>This resource will allow for more responsive and coordinated supervision, supporting quicker response times to incidents and providing a safer, more structured</p>			

<p>environment. Improved communication between staff members, including the nurse and office personnel, will facilitate proactive monitoring, ensuring a calm and orderly environment throughout the school day. This will also enable swift communication for health-related needs and emergencies.</p> <p>Monitoring Metrics: The effectiveness of this initiative will be assessed using office referral data to determine if increased communication positively impacts student behavior and school safety. Regular feedback from all radio-equipped staff regarding usability and response effectiveness will also inform ongoing adjustments to optimize this safety measure.</p>			
---	--	--	--

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64004 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65004, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

## Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

## Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

## Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA-and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

## Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

### Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

### Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal planning requirements]*

## **Annual Measurable Outcomes**

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]*

## **Strategies/Activities**

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64004(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
  - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
    1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
      - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
      - b. use methods and instructional strategies that:

- i. strengthen the academic program in the school,
  - ii. increase the amount and quality of learning time, and
  - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
- c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
- i. strategies to improve students' skills outside the academic subject areas;
  - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
  - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
  - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
  - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, its LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
- 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  - 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  - 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
- 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64004[a] as amended by Assembly Bill [AB] 716, effective January 1, 2049).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2049).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64004(a), both as amended by AB 716, effective January 1, 2049.

## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2049

---