School Year: **2024-25**

**Board Approved
December 17, 2024**

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.

School Name	Julius Corsini Elementary School
Address	68-750 Hacienda Dr. Desert Hot Springs, CA 92240- 6551
County-District-School (CDS) Code	33-67173-6102560
Principal	Betsy Gomez
District Name	Palm Springs Unified School District
SPSA Revision Date	07/01/2024 - 06/30/2025
Schoolsite Council (SSC) Approval Date	October 1, 2024
Local Board Approval Date	December 17, 2024

X This certifies that updates to my SPSA are completed

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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.

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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 2024-2025 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 nearly all classroom instruction is provided in English, but with a curriculum and a presentation designed for pupils who are learning English. At a minimum, 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 which are implemented through second grade. Professional development for teachers and instructional reinforcement of learned academics in reading, writing, and mathematics are part of the full program TK-5th.

Students identified as Gifted and Talented are served through our GATE cluster program in grades 3-5. Students in these grades are placed with teachers who are either GATE certified or participating in training in GATE instructional strategies. All third-grade students are blanket tested to determine GATE identification.

For Special Education students, we have an Early Childhood class, a K-2, and a 3-5 class that services our students with special education 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 EIP. Our Speech and Language providers are also on-site and virtual 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 academic failure 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 1 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)

X Schoolwide Program
X Comprehensive Support and Improvement

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, Title I, and CSI 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 2023-24 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 2 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.
9/14-9/18 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.
9/23-10/2. School Site Council Nominations & Elections - We had 1 parent/community that was not filled in the first round of nominations this year. The nomination form was sent online through a Google form for parents and another to all staff members to reflect the
openings.
9/20 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.
1/31 SSC #4 - SPSA & Budget review with current data analysis, discussion of actions to continue/discontinue for next year, ELAC/DELAC report. Approval of SPSA. Review, update, and approve SSC Bylaws.
4/22 SSC #5 - CSI training, budget presented, needs assessment, and approval of SPSA including CSI budget

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 providing 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

ELAC Meeting Dates and Topics:
9/21 ELAC #1 - Information meeting, Election Nominations, attendance & chronic absenteeism data
11/2 ELAC #2 - ELAC Training, attendance discussion, ELD & ELPAC assessments
2/1 ELAC #3 - PSUSD District-Wide Needs Assessment & School Needs Assessment, SPSA input
4/25 ELAC #4 - CSI training, needs assessment, and budget 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

A Comprehensive Support and Improvement (CSI) meeting was held on 3/20/24 by the district to review the areas of need and brainstorm actions to address those needs. The information was shared with the Leadership Team on 4/8/24, staff on 4/17/24, SSC on 4/22/24, and ELAC on 4/18/24. 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.
The CSI meeting included:
Definition of CSI
The CSI process
School placement and improvement needs
Continuous improvement and paths to improvement needed
CSI requirements and funding
Conduction needs assessments and gathering input

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
 CSI information was shared with needs assessment and SPSA input

Needs Assessment input included:
- After school tutoring using research based strategies for EL's
- Another curriculum for English Learners
- Combine across grade levels for targeted ELD
- Improve school importance mindset (attendance)
- improved attendance team to track attendance and utilize technology to improve communication
- Need for a writing program
- additions of Heggerty, LETRS, and UFLI are utilized and results are being tracked
- Grouping by reading levels and needs
- Lack of self confidence in math
- the need for standardized tests with UDL like strategies throughout the year (Math)
- Food being served in the morning is too sugary (behavior)
- Schoolwide buddy program -Buddy Bench

Fall 2024 Update:
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:

8/18--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.
9/23/24 SSC #1 -Introduction and district training of SSC
10/1/24 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.

ELAC Meeting Dates and Topics:
9/23/24   ELAC #1 -District Training, Election, and Nominations

Resource Inequities

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

Through our needs assessment, we identified a resource inequity within our All Student Groups in ELA, Chronic Absenteeism, Suspension Rate, and ELPI. We also identified a resource inequity within EL and Hispanic student groups in math. Based on 2023 CA School Dashboard results our ALL student groups are performing below (ELA - 100.6 pts below, Chronic Absenteeism - 56.8%, Suspension Rate- 3.3%, ELPI - 34.4%). 2023-24 Star test results indicate a continuing differential for all students in both reading and mathematics.

In Goal 1 of our 24-25 plan, we have addressed this inequity through the following specific actions:

- Our Academic Coach will have a specific focus placed on supporting general & special education teachers in the identification of and effective delivery of appropriate differentiated intervention strategies that scaffold support reflecting student needs.
- Our Literacy Coach, funded by the LCRS grant, will facilitate both individual and grade-level collaboration on literacy-related activities such as assessment, data analysis, differentiation, goal setting, and planning for small group literacy instruction. Additionally, the Literacy Coach will provide support to our Student Study Team in developing

strategies and interventions for students performing below grade level. Furthermore, they will engage with families to encourage literacy activities at home.

- Professional Development opportunities will target implementing instructional strategies that reflect the needs of students based on their current assessed needs.
- Reading Intervention support will be provided to target groups of students that meet set criteria, reflecting their current assessed needs.
- We will utilize Solution Tree PLC professional development to enhance our PLCs both within grade levels and vertically. This training will focus on strengthening collaboration, data analysis, goal setting, and instructional planning. Through these sessions, we aim to deepen our understanding of PLC practices and foster a cohesive approach to

student learning across all levels.

- We are providing additional professional development and planning time for teachers by grade level, as well as vertically, coupled with essential materials to support targeted academic areas. This initiative aims to enhance collaboration, refine instructional practices, and ensure teachers have the necessary resources to effectively address

academic needs within their respective grade levels.

We identified a resource inequity within our All Students student group in Chronic Absenteeism. Attendance continues to be one of the largest areas of need for all student groups. Based on 2023 CA School Dashboard results for Chronic Absenteeism, our All Students student group is 56.8%. During the 2023-24 school year, our tier 2 team was focused on intervening on target students who are demonstrating high levels of chronic absences throughout the year using the SART/SARB process. In Goal 3 of our 24-25 plan, we have addressed the concern with regards to Chronic Absenteeism and Suspension Rate with the following specific actions:

- The school counselor and Family Engagement Specialist will continue to contact families who have demonstrated a history of chronic absence to provide support and resources to address the various barriers to attendance.
- The importance of attendance and its impact on academic success will be part of family education. Incentives & recognition will be provided for students meeting established attendance goals.
- We will continue implementing Capturing Kids Hearts to address chronic absenteeism and suspension rates by fostering a school environment where students feel valued and motivated to attend. This approach emphasizes relationship building and provides strategies to promote positive interactions among students. Additionally, we plan to expand Capturing Kids Hearts by appointing lead teachers to oversee ongoing professional development for staff and establish procedures to sustain its implementation effectively.

During our October 1, 2024 SSC meeting, the committee identified several key resource inequities:

Academic Decline in Subgroups:
The White subgroup declined in STAR Math from Fall 2023-24 at 29.2% proficient to Fall 2024-25 at 17.4% proficient and the Latinx subgroups declined in STAR Math from Fall 2023-24 at 25.5% to Fall 2024-25 at 21.6%. The African American subgroup had a greater decline from 55.2% to 36.7%.

STAR Reading increased overall from Fall 2023-24 (22.2%) to Fall 2024-25 (32.6%).
The African American subgroup had a slight decline (Fall 2023-24 43.8% to Fall 2024-25 42.9%) whereas the White and

Latinx subgroups had a large increase.

Chronic Absenteeism: There has been a decrease in chronic absenteeism from June of 2022-23 (62.2%) to June of 2023-24 (57.5%) as measured by local data. There was a decrease in all subgroups but we still have a high chronic absenteeism rate.

These inequities emphasize the importance of targeted interventions in family engagement, attendance support, and academic strategies for underperforming subgroups. We will maintain our focus on these key actions moving forward.

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.

Reflections: Success

Reflections: Successes
ELA Indicator - The 2023-24 Star data shows positive advancements in both CBM and Early Literacy outcomes. CBM results from the winter screening window indicate a 1.8% increase compared to the fall screening, while Early Literacy results show a 0.2% rise over the same period.

Math Indicator - In the 2023-24 winter screening window, Star results showed improvement in mathematics, showing a 1.7% improvement compared to the spring screening window of 2023.

Suspension Rate Indicator - The Fall 2023 CA School Dashboard indicated the overall school performance at 3.3%, but at the time of plan writing, 2023-24 locally calculated data provided by the district database indicates we are down .3 percentage points from this time last year. This indicates school climate practices and other means of corrections are reducing suspensions. The Panorama survey also indicates a 2 percent increase in student Sense of Belonging (School Connectedness) and a 1 percent increase in Safety on the student surveys further indicating school climate practices have made a positive impact.

Chronic Absenteeism Indicator - The Fall 2023 CA School Dashboard indicated the overall school performance as Very High (56.8%), but int he Spring of 2024, we are down 10.54 percentage points from this time last year. The Panorama survey also indicates a 2 percent increase in student Sense of Belonging (School Connectedness) and a 1 percent increase in Safety on the student surveys further indicating school climate practices have made a positive impact.

Supporting Actions: The primary grade focus and Tier II intervention support has helped close the achievement gap in reading foundations as indicated by Star and Fountas and Pinnell progress monitoring throughout the school year. The Tier II Intervention program continued with a paraprofessional and the use of Fountas and Pinnel. The school site received 8 support days for mathematics routines and implementation of high-impact math strategies within the adopted Bridges curriculum. Teachers continue to participate in on-site coaching and instructional planning of Common Core standards and alignment with student data analysis. Our site academic coach provided ongoing coaching for teachers to assist with planning and implementation of the professional development and data analysis. Our tier 2 team has been focused on intervening on target students who are demonstrating high levels of chronic absences throughout the year. The Family Engagement Specialist has been contacting families who have demonstrated a history of chronic absence to provide support and resources to address the various barriers to attendance. Incentives & recognition has been provided for students meeting established attendance goals. The implementation of programs like Capturing Kids Hearts and Pyramid of Success has significantly contributed to fostering a positive school climate within our school. By prioritizing principles of empathy, respect, and collaboration, these initiatives have cultivated a sense of belonging and safety among students. As a result of these efforts, we have observed a tangible reduction in suspensions, indicative of improved student behavior and engagement. Additionally, data from student surveys, particularly the Panorama survey, reflects a notable increase in students' Sense of Belonging and perception of Safety within the school environment. This is also evident in the staff Panorama survey which shows and increase of 11 percentage points in Knowledge and Fairness of Discipline, Rules and

Norms and a 12 percentage increase in Safety. Finally, additional training sessions were conducted for teachers focusing on guided reading best practices. This initiative began in February, and our local data indicates a corresponding improvement in student foundational skills, providing supporting evidence for its effectiveness.

All of these supporting actions will continue for the 24-25 school year; however, some with slight modifications. The Tier II Intervention Support will continue during Guided Reading for 1st-5th grades; however, we will continue to focus on supporting students in the Tier I environment for the entire Guided Reading block. The district funded Reading Intervention program has resulted in improved reading outcomes for primary grade students, with participating students increasing scores in Fountas and Pinnell progress monitoring results. Our academic coach will support the math implementation embedded in their 2:1:2 days.

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?

Reflections: Identified Need

ELA Indicator - The Fall 2023 California School Dashboard reported "all students" group in the Red performance level with an average student score of 100.6 points below standard. This presents a need for ongoing support for all student groups. Results from the winter screening window indicate that 20.1% of students are projected to score at level 3 or 4 on the upcoming CAASPP assessments in ELA. This is slightly lower than the results from the Spring screening window of 2023 with 21.2% of students proficient.

Math Indicator - Math results reported two student groups in the Red performance level (Hispanic and English learners). These groups presented a performance gap one level below the overall school results indicating a need for ongoing support. Performance gaps reflected in the Fall 2023 Dashboard continue to be reflected in Star Math data. Hispanic students and EL students report percentages of students projected to meet or exceed standard on CAASPP at rates 1.5% and 7.4% lower than the "all students" results.

Chronic Absenteeism - The Fall 2023 CA School Dashboard reported "all students" group in the Red performance level at 56.8% which is an increase of 2.3% from last year indicating that this is an area of need for our school. 2023-34 local data as of April 2024 indicates improvement in chronic absenteeism rates, however most student group rates continue to report 52% or higher indicating that this is a continuing area in need of improvement.

Suspension Rate Indicator - The Fall 2023 CA School Dashboard reported "all students" group in the Red performance level at 3.3% which is an increase from the 2022 reporting period of 2.3% indicating that this is an area of need for our school. 2023-24 local data as of April 2024 indicated an improvement in suspension rates of .3%, however this is still a continuing area in need of improvement.

English Learner Progress Indicator - The Fall 2023 CA School Dashboard reported "all students" group in the Red performance level at 34.4% which is a decline from 2022 reporting period indicating that this is an area of need for our school.

Supporting Actions: Through our needs assessment, we recognize that many of our students have not grown academically and have determined the need for the refinement of best first instruction in foundational skills. The Guided Reading Intervention Program will continue to be funded for the 2024-25 school year to address students who have significant achievement gaps in reading foundations. The district-funded Reading Intervention teacher will focus on reading improvement, with extra paraprofessional support allowing for expanded student participation in the program. Focus on Tier I Guided Reading block with best first instruction and differentiated instruction with an emphasis on improving foundational skills. An academic coach will continue to be provided by the district to continue to support the ongoing implementation, planning, and data analysis of these newly learned strategies and routines in ELA and Math. Our EL needs assessment shows that parents want more reading materials at home to help support their student. Our math professional development focus will be to continue implementing and refining High Impact Math strategies. Our academic coach will support the math implementation embedded in their 2:1:2 days. We are allocating resources to engage a Solution Tree PLC consultant to enhance the effectiveness of our collaborative Professional Learning Communities

(PLCs). This investment will focus on improving targeted assessments, refining data analysis practices, implementing effective responses to data, and optimizing lesson design. Specifically, the PLCs will be focused on the areas of reading, math (Hispanic and English Learners student groups), and English Language instruction to ensure comprehensive and targeted improvement strategies. Part of the allocated funds will be utilized to procure reading books and literacy-focused manipulatives aligned with the Science of Reading principles. These resources will support teachers in facilitating differentiated instruction tailored to the diverse learning needs of students. Funding will be allocated for Lexia and other potential personalized programs to bolster the Science of Reading initiative. Teachers will receive assistance in analyzing Lexia data and utilizing it to strengthen and revisit skills and content through reinforcement and reteaching.

To target chronic absenteeism, the administration will continue to meet with office staff and site Family and Community Engagement Specialist to track data and contact families to provide support and resources to address chronically absent students. We will continue incentives and recognition for students meeting established attendance goals. Our needs assessment has determined the need to continue the focus on behavioral support. Based on our needs assessment, there's a clear necessity to initiate a more focused attendance team, granting them additional time and enhanced data resources to monitor student attendance effectively. Furthermore, the needs assessment input highlights the requirement for a designated staff member to dedicate time to gather data, conduct phone outreach, and analyze data for the implementation of improved and streamlined practices.

Continuation in our Tier I behavior professional development, emphasizing restorative practices and effective classroom management techniques. Our commitment to utilizing PBIS and SEL lessons remains unwavering. Additionally, our Counselor and Behavior Para will maintain their efforts by conducting sessions with students and small groups, aiming to enhance their resilience and perseverance. Moreover, professional development sessions concentrating on restorative practices and classroom management at Tier I level will be ongoing. As an enhancement, we will supplement the district's Capturing Kids Hearts training by establishing a dedicated team to offer tailored support to both staff and students.

Academic Performance Data for Fall 2024:
All Students:
STAR Reading: 32.6% of students are proficient
STAR Math: 22.6% of students are proficient

EL Subgroups:
STAR Reading: 17.2% of EL students are proficient
STAR Math: 12% of EL students are proficient

SPED Subgroups:
STAR Reading: 4.8% of SPED students are proficient
STAR Math: 15.2% of SPED students are proficient

This data reveals that both EL and SPED subgroups underperform compared to the overall student population, with significant portions of students requiring urgent support.

Long-Term English Learners Risk: There are 39 students at risk for becoming Long-Term English learners. There is a need for early interventions in language development.

Attendance issues remain a challenge for SPED, African American, and EL subgroups, as well as for the broader student population, impacting overall academic success.

SSC Recommended Goals and Actions:
As part of our continuous improvement plan, we will maintain and increase funding for key initiatives, especially in attendance, to address the identified needs across our student population.

Academic Growth and Foundational Skills
Through our needs assessment, we identified that many students have not demonstrated sufficient academic growth, particularly in foundational skills. To address these gaps:

The Guided Reading Intervention Program will continue to receive funding for the 2024-25 school year, focusing on students with significant achievement gaps in reading foundations.
Our district-funded Reading Intervention Teacher will work closely with students needing additional reading support, with added paraprofessional assistance allowing for expanded participation.
Instructional support will center on Tier I Guided Reading blocks, emphasizing differentiated and best-first instruction to improve foundational skills.
An academic coach provided by the district will support planning, implementation, and data analysis to refine strategies in ELA and Math.

Additionally, to respond to parent feedback gathered from our EL needs assessment, we will provide more at-home reading materials to support EL students' literacy development.

Math and Professional Development
We will sustain our focus on implementing and refining High Impact Math strategies:

Our academic coach will support math instruction through embedded coaching on 2:1:2 days.
Funds will continue to be allocated for Solution Tree PLC consultation to enhance the effectiveness of our Professional Learning Communities (PLCs) with a focus on assessments, data analysis, instructional responses, and lesson design, specifically in reading, math, and EL instruction.
Literacy and Instructional Resources
Investments in literacy resources aligned with Science of Reading principles will continue, including:
Purchasing reading books and literacy manipulatives to aid differentiated instruction.
Funding for Lexia and additional personalized programs that reinforce the Science of Reading initiative.
Teachers will receive training on analyzing Lexia data to guide reinforcement and reteaching efforts.
Attendance and Behavior Support
Addressing chronic absenteeism remains a priority:
The administration will collaborate with office staff and the Family and Community Engagement Specialist to monitor attendance, contact families, and offer resources to support chronically absent students. We will continue incentive and recognition programs for students achieving attendance goals.
Increased funding will be directed to strengthen our attendance team, providing time and enhanced data resources for more effective tracking and interventions. A designated staff member will conduct outreach, analyze attendance data, and implement refined attendance practices. Funding will be allocated to support attendance initiatives through Saturday School programs that will be offered 4 days throughout the year from November to March. For students who miss more than one day at a time, short-term independent study will be available to prevent learning loss.
Behavioral and Social-Emotional Learning (SEL)
In line with our needs assessment, we will continue developing Tier I behavior management and restorative practices through professional development sessions:

The use of PBIS and SEL lessons remains a cornerstone of our approach.
Our Counselor and Behavior Para will continue supporting students through resilience and perseverance sessions, with small group opportunities as needed.
To supplement Capturing Kids' Hearts training, we will establish a team to provide targeted support to staff and students, ensuring an environment that fosters social-emotional growth and positive relationships.
This revised plan ensures that we not only sustain but enhance our commitment to these initiatives through dedicated resources, strategic interventions, and ongoing professional development to achieve our goals for student success.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

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
			Total Enrollment	383	409	388

Student Enrollment
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
Total Enrollment	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
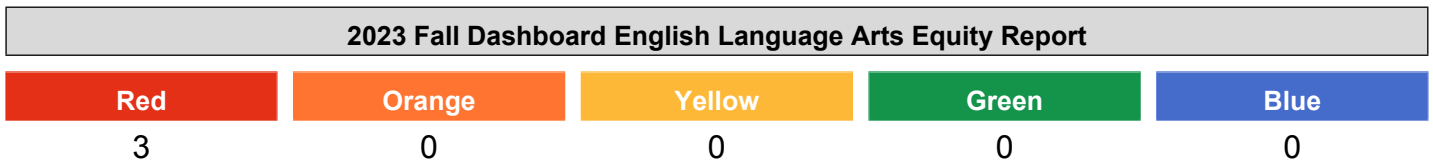
Student Population

The 2023 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.

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
409	**97.6**	**30.3**	**2.9**
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.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	124	30.3
Foster Youth	12	2.9
Homeless	7	1.7
Socioeconomically Disadvantaged	399	97.6
Students with Disabilities	30	7.3

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	42	10.3
Asian	1	0.2
Hispanic	314	76.8
Two or More Races	16	3.9
Pacific Islander	1	0.2
White	35	8.6

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

The 2023 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.

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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	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Red	**Chronic Absenteeism** Red	**Suspension Rate** Red
Mathematics Orange		
English Learner Progress Red		

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
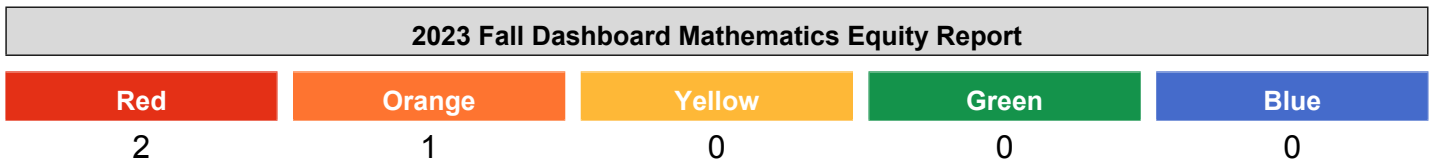## English Language Arts

The 2023 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.

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
3	0	0	0	0

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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Red	Red	Less than 11 Students
100.6 points below standard	107.6 points below standard	4 Students
Decreased Significantly -23.1 points	Decreased Significantly -28 points	
193 Students	67 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
89.6 points below standard	Red	164.1 points below standard
Increased Significantly +22.3 points	101.6 points below standard	Decreased -12.6 points
14 Students	Decreased Significantly -23.2 points	24 Students
	191 Students	

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
84.9 points below standard	No Performance Color	Less than 11 Students	No Performance Color
Decreased Significantly - 37.9 points	0 Students	1 Student	0 Students
21 Students			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red	Less than 11 Students	No Performance Color	52.3 points below standard
110.4 points below standard	7 Students	0 Students	Decreased Significantly - 25.8 points
Decreased Significantly - 25.6 points			20 Students
145 Students			

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
127.9 points below standard	14.9 points below standard	97.9 points below standard
Decreased Significantly -17.4 points	Decreased -6 points	Decreased Significantly -20.6 points
55 Students	12 Students	119 Students

Conclusions based on this data:
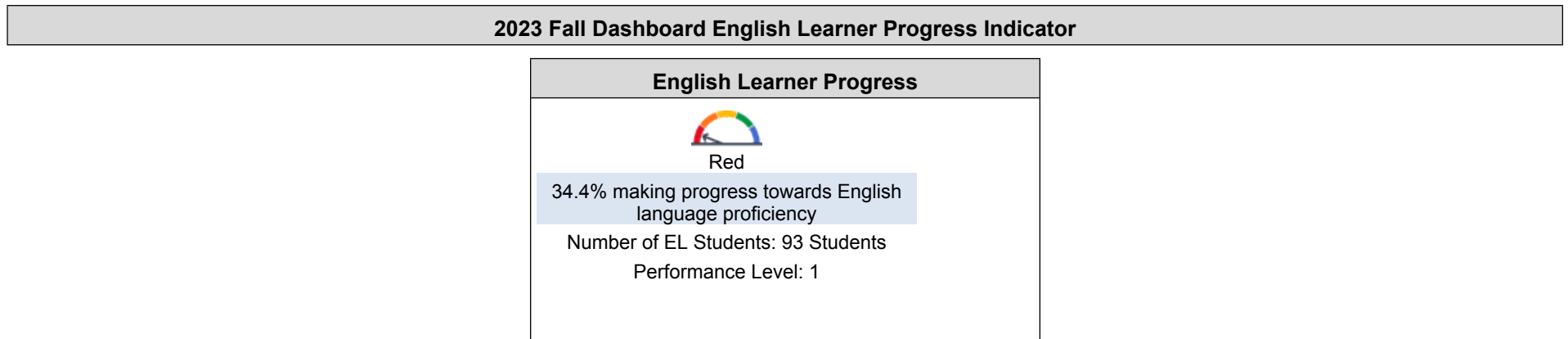
1.

School and Student Performance Data

Academic Performance
Mathematics

The 2023 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.

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
2	1	0	0	0

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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Red	Less than 11 Students
91.7 points below standard	100.6 points below standard	
Decreased -3.3 points	Decreased -7.3 points	4 Students
194 Students	67 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
92.9 points below standard	Orange	147.8 points below standard
Increased Significantly +29.6 points	92.2 points below standard	Maintained -2.9 points
14 Students	Decreased -3 points	25 Students
	191 Students	

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	**American Indian**	**Asian**	**Filipino**
91 points below standard	No Performance Color	Less than 11 Students	No Performance Color
Decreased Significantly - 21.5 points	0 Students	1 Student	0 Students
21 Students			

Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red	Less than 11 Students	No Performance Color	50 points below standard
97 points below standard	7 Students	0 Students	Decreased -9.6 points
Decreased -5.2 points			20 Students
145 Students			

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	**Reclassified English Learners**	**English Only**
120.4 points below standard	10.1 points below standard	88.3 points below standard
Decreased -12.1 points	Increased Significantly +48.8 points	Maintained -2.9 points
55 Students	12 Students	120 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
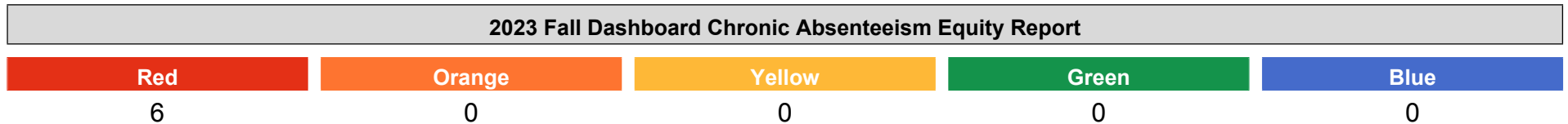## English Learner Progress

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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.

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Red
34.4% making progress towards English language proficiency
Number of EL Students: 93 Students
Performance Level: 1

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.

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
24	37	1	31

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2023 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.

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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	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
6	0	0	0	0

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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students

Red

56.8% Chronically Absent

Increased 2.3

456 Students

English Learners

Red

51.9% Chronically Absent

Increased 5.6

135 Students

Foster Youth

50% Chronically Absent

Increased 14.3

18 Students

Homeless

54.8% Chronically Absent

Increased 3

31 Students

Socioeconomically Disadvantaged

Red

56.7% Chronically Absent

Increased 2

443 Students

Students with Disabilities

Red

58% Chronically Absent

Increased 1.5

50 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Red	No Performance Color	Less than 11 Students	No Performance Color
66.7% Chronically Absent	0 Students	1 Student	0 Students
Increased 3			
51 Students			

Hispanic	Two or More Races	Pacific Islander	White
Red	66.7% Chronically Absent	Less than 11 Students	Red
55.2% Chronically Absent	Increased 3.5	1 Student	55.3% Chronically Absent
Increased 1.6	21 Students		Increased 5.3
344 Students			38 Students

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2023 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.

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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	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
2	3	1	1	0

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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students

Red

3.3% suspended at least one day

Increased Significantly 2.3

481 Students

English Learners

Yellow

1.4% suspended at least one day

Maintained 0

138 Students

Foster Youth

15% suspended at least one day

Increased 15

20 Students

Homeless

Orange

3.1% suspended at least one day

Increased 3.1

32 Students

Socioeconomically Disadvantaged

Red

3.5% suspended at least one day

Increased Significantly 2.3

463 Students

Students with Disabilities

Green

1.9% suspended at least one day

Declined -0.9

52 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	**American Indian**	**Asian**	**Filipino**
Orange	No Performance Color	Less than 11 Students	No Performance Color
5.4% suspended at least one day	0 Students	2 Students	0 Students
Increased 5.4			
56 Students			

Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	14.3% suspended at least one day	Less than 11 Students	Red
2% suspended at least one day	Increased 9	1 Student	7% suspended at least one day
Increased 0.8	21 Students		Increased 7
358 Students			43 Students

Conclusions based on this data:

1.

Annual Review and Update

SPSA Year Reviewed: 2023-24

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

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)

)

Expected Outcomes:

St. Group	Color	DFS/Percentage	Change
All	orange	70.4	Increase +7
EL	orange	70.6	Increase +9
Hisp	orange	75.8	Increase +9
AA	yellow	40	Increase +7
SED	orange	70.4	Increase +8
SWD	orange	129.7	Increase +20

Actual Outcomes:

St. Group	Color	DFS/Percentage	Change
All	Red	100.6 points below standard	Decreased Significantly - 23.1 points
EL	Red	107.6 points below standard	Decreased Significantly - 28 points
Hisp	Red	110.4 points below standard	Decreased Significantly - 25.6 points
AA		84.9 points below standard	Decreased Significantly - 37.9 points
SED	Red	101.6 points below standard	Decreased Significantly - 23.2 points
SWD		164.1 points below standard	Decreased - 12.6 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)

Expected Outcomes:

St. Group	Color	DFS/Percentage	Change
All	yellow	78.4	Increase +10
EL	yellow	83.3	Increase +10
Hisp	yellow	83.3	Increase +10
AA	yellow	59.5	Increase +10
SED	yellow	79.1	Increase +10

Actual Outcomes:

St. Group	Color	DFS/Percentage	Change
All	Orange	91.7 points below standard	Decreased - 3.3 points
EL	Red	100.6 points below standard	Decreased - 7.3 points
Hisp	Red	97 points below standard	Decreased - 5.2 points

Metric/Indicator	Expected Outcomes	Actual Outcomes

Expected Outcomes:

SWD	orange	121.5	Increase +20

Actual Outcomes:

AA	(gauge)	91 points below standard	Decreased Significantly - 21.5 points
SED	(gauge) Orange	92.2 points below standard	Decreased -3 points
SWD	(gauge)	147.8 points below standard	Maintained - 2.9 points

Metric/Indicator	Expected Outcomes	Actual Outcomes
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 - 14.51%
California School Dashboard – English Learner Progress Indicator (ELPI)		

Expected Outcomes (ELPI):

	Color	DFS/Percentage	Change
English Learner Progress Indicator			

Actual Outcomes (ELPI):

	Color	DFS/Percentage	Change
English Learner Progress Indicator	(gauge) Red	34.4%	

Metric/Indicator	Expected Outcomes	Actual Outcomes
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) -4.6% English Learners (EL) - 0% Hispanic (Hisp) - 4.08% African American (AA) - % Socioeconomically Disadvantaged (SED) - 4.55% Students with Disabilities (SWD) - %
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
Teachers will collaborate and share best educational practices in core curriculum targeting specific student groups (SWD, ELL, etc). Teachers will analyze data from assessments to help guide instruction and plan additional support opportunities for students at risk in academic areas.	Grade levels collaborated and analyzed data during PLCs on Wednesdays. Additionally, two extra days were allocated throughout the year during school hours for grade levels to delve deeper into data analysis and plan instruction for reading, facilitated by the Teacher on Special Assignment (TOSA) and administration. Professional development and planning days were designated outside of school hours, with additional hours allocated for teachers to focus on supporting guided reading instruction based on the science of reading. Emphasis was placed on supporting Tier 1 and at-risk students through targeted interventions and support strategies tailored to their needs.	Release time/substitutes - Including but not limited to teacher collaboration, learning walks, grade level data meetings, professional development, coaching 1000-1999: Certificated Personnel Salaries LCFF 8000	Release time/substitutes - Including but not limited to teacher collaboration, learning walks, grade level data meetings, professional development, coaching 1000-1999: Certificated Personnel Salaries LCFF 1600
		Certificated stipends/extra duty for vertical team collaboration 1000-1999: Certificated Personnel Salaries LCFF 1000	Vertical team collaboration was conducted during 2-1-2 time 1000-1999: Certificated Personnel Salaries LCFF 0
		Provide professional development and collaboration teachers - stipends for extra duty to plan/implement effective instructional strategies targeting areas for student growth. 1000-1999: Certificated Personnel Salaries Title I 17712	Provide professional development and collaboration teachers - stipends for extra duty to plan/implement effective instructional strategies targeting areas for student growth. see below 2000-2999: Classified Personnel Salaries Title I 6480
		Provide professional development and collaboration teachers - stipends for extra duty to plan/implement effective instructional strategies targeting areas for student growth.	Reading professional development and planning sessions were scheduled after regular school hours 3000-3999: Employee Benefits Title I

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		3000-3999: Employee Benefits Title I 5000	1400
Teachers will be provided opportunities for professional development and/or attending conferences to support best first instruction in ELA, Math, ELD, and Science	Various workshops and professional development sessions were attended, with funding provided by the district. Conferences that were attended were financed through general funds, necessitated by contractual salary increases. A more detailed Kid Lips training through 95% group that is supported by the Science of Reading and is being used districtwide, was conducted outside regular school hours and incurred consultancy fees.	Professional development to support best first instruction in ELA, Math, ELD, and Science (conferences) 5800: Professional/Consulting Services And Operating Expenditures LCFF 4000	Professional development to support best first instruction in ELA, Math, ELD, and Science (conferences) 5800: Professional/Consulting Services And Operating Expenditures LCFF 6450
Supplemental instructional and technology supplies (including, but not limited to: Instructional - leveled readers, science materials, instructional materials/devices for student use, classroom manipulatives, Learning Dynamics; Technology - headphones, toner, projector bulbs, headphones/earbuds, teacher technology and instructional material/devices, laptops, printers, etc.	We allocated funds to procure instructional reading books and classroom manipulatives, enriching our guided reading program for every classroom and support teacher. Additionally, we invested in headphones to enhance students' audio learning experiences.	purchase materials, books, supplies, and other needed instructional items in the areas of ELA, math, and science for instructional rigor 4000-4999: Books And Supplies LCFF 15000	purchase materials, books, supplies, and other needed instructional items in the areas of ELA, math, and science for instructional rigor 4000-4999: Books And Supplies LCFF 13930
		Supplies for ELA & Math, math work stations, Learning Dynamics, etc. 4000-4999: Books And Supplies Title I 2053	Supplies for ELA & Math, math work stations, Learning Dynamics, etc. 4000-4999: Books And Supplies Title I 9247
Supplemental Instructional and Technology Supplies: subscriptions, online e-subscriptions and software licenses to increase rigor and	The licenses purchased in the previous year remained valid throughout the current year. Licenses for the next year will be	Supplemental instructional materials, including online e-subscriptions and software licenses	The licenses purchased in the previous year remained valid throughout the current year. Licenses for the next year will be

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
support student learning in the core subjects (math, ELA, science, social studies, PE). Licenses and on-line subscriptions include, but are not limited to: Accelerated Reader and Kagan licenses	procured using the budget allocated for the following year.	5000-5999: Services And Other Operating Expenditures LCFF 2010	procured using the budget allocated for the following year. 5000-5999: Services And Other Operating Expenditures LCFF 0

Analysis

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

The overall implementation of strategies and activities to enhance academic achievement through best first instruction and academic interventions has been comprehensive and targeted. Grade levels collaborated regularly during PLCs on Wednesdays to analyze data, identify trends, and plan instruction for reading. Additionally, six extra days were allocated throughout the year (not including the nine extra days funded by the district specifically targeting math) for deeper data analysis and instructional planning, facilitated by the Teacher on Special Assignment (TOSA) and administration.

Professional development and planning days were strategically scheduled outside of school hours, allowing teachers to focus on supporting guided reading instruction based on the science of reading. Emphasis was placed on supporting Tier 1 and at-risk students through targeted interventions tailored to their needs. Workshops and professional development sessions provided teachers with valuable insights and strategies aligned with best practices in reading instruction.

Despite a drop in student scores, local data indicates an increase in reading and math skills. This improvement can be attributed to the implementation of small group instruction and the collaborative efforts of a team dedicated to implementing effective strategies to enhance student achievement.

Furthermore, workshops and professional development sessions have been centered on the science of reading, with a focus on equipping teachers with evidence-based practices to support student learning. The majority of staff have actively participated in these opportunities for professional growth outside of regular school hours. Although we did not begin these until February once the revised budget was adopted in October, next year we will allocate funds to begin professional development for grade level specific teams at the beginning of the year.

In addition to professional development, supplemental instructional and technology supplies have been provided to support teaching and learning. Licenses purchased in the previous year have remained valid, with plans to procure additional licenses for the next year using allocated budget funds. Overall, the combination of targeted interventions, professional development, and access to instructional resources has contributed to efforts to improve academic achievement across grade levels.

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

The licenses obtained in the previous year remained valid throughout the current academic year, ensuring continued access to essential resources. Plans to renew licenses for the upcoming year will be funded through the budget allocated for the following year.

Reading professional development and planning sessions were initially scheduled after regular school hours, starting in February. This delay was due to budget constraints and scheduling limitations, with planning commencing once the revised budget was adopted in October. Moving forward, planning sessions will be initiated earlier in the upcoming school year to ensure timely implementation of instructional strategies.

An increase in the budget for supplies was allocated to purchase materials supporting UFLI and Heggerty in small group instruction, aligning with the science of reading principles. These hands-on materials were specifically chosen to meet the diverse learning needs of students in small group settings.

Furthermore, to enhance professional development, funding was allocated to bring in a consultant from the 95% group. The consultant provided tailored professional development on reading based on current research, with the session conveniently scheduled on a Saturday to accommodate staff availability, which all certificated teachers, with the exception of 3 were able to attend.

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, several changes will be made to the goal, annual outcomes, metrics, and strategies/activities to further enhance academic achievement due to lack of progress in "all students" groups in ELA and ELPI, as well as Hispanics and English Learners student groups in math. These changes are outlined in the SPSA as follows:

Targeted PLC Coaching and Implementation: A new strategy involving targeted PLC coaching and implementation through Solution Tree will be added. This initiative will be funded through CSI.
Specific Writing Professional Development: Additional writing professional development sessions and planning will be scheduled after school hours. This initiative will also be funded through CSI.
Implementation of Lexia Core 5: Lexia Core 5 will be integrated to provide personalized learning paths and data monitoring of reading growth. This addition will be supported by CSI funds.
Expanded Supplemental Materials for Guided Reading: Supplementary materials for the guided reading program will be expanded to target specific reading skills based on STAR reading data and the science of reading research. Funding for this expansion will be provided through CSI.
Targeted Tutoring for English Language Development: Funds will be allocated through CSI to offer targeted tutoring after school hours, focusing specifically on English Language development.
Specific Math Professional Development: Additional math professional development sessions and planning will be scheduled after school hours. This initiative will also be funded through Title 1.

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: 2023-24

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 - 31 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) - 95% 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) - 97% Hispanic (Hisp) 96% African American (AA) 100%	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 77% Hispanic (Hisp) 73% African American (AA) 100%
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 - 160	Number of Attendees Attending 1 or more school/parent center sponsored events at site - 250

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.	Family engagement events were organized and held to provide parent education training and activities focusing on areas of identified need. We hosted a math night and a literacy event, where materials were distributed to students and families to support math and literacy at home. The fall festival saw a high turnout, and additional support staff received extra duty for their contributions to event planning.	Extra duty- working beyond the school day to support parents outreach 1000-1999: Certificated Personnel Salaries Title I 1000	Extra duty- working beyond the school day to support parents outreach 1000-1999: Certificated Personnel Salaries Title I 1200
		Extra duty - Fringes 3000-3999: Employee Benefits Title I 255	Extra duty - Fringes 3000-3999: Employee Benefits Title I 270
		Materials and online supports for Parent Engagement Activities 4000-4999: Books And Supplies Title I Part A: Parent Involvement 1826	Materials and online supports for Parent Engagement Activities 4000-4999: Books And Supplies Title I Part A: Parent Involvement 1408
		Extra duty- working beyond the school day to support parents outreach 2000-2999: Classified Personnel Salaries LCFF 1000	Extra duty- working beyond the school day to support parent outreach, family academic after school activities 2000-2999: Classified Personnel Salaries LCFF 5000
		Extra duty Fringes 3000-3999: Employee Benefits LCFF 300	Extra duty Fringes 3000-3999: Employee Benefits LCFF 689
JCES will organize our annual College and Career day for all students with a focus of 4th and 5th grade students. Local	Our college and career day was primarily funded through discretionary budget funds or donations.	Assemblies and speakers for College/Career Day 4000-4999: Books And Supplies	Assemblies and speakers for College/Career Day 4000-4999: Books And Supplies

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
community members and high educations facilities, such as DHS police officers, electricians, doctors, COD will also attend to present to students.		LCFF 300	LCFF 100
MTSS Collaboration meetings with parents and teachers to partner in the support processes and strategies for students who are experiencing slow academic progress, significant behavioral challenges, chronic absenteeism, and learning disabilities. Meetings include but are not limited to SSTs and IEPs.	Although more substitutes were budgeted for MTSS meetings, we found that we did not utilize the full allocated amount. We started with one substitute teacher at the beginning of the year per meeting and eventually began utilizing two as it was found to be necessary to provide additional support during our meetings with parents.	Substitute teachers will be provided for teachers in order to attend parent meetings to discuss student progress and success support plans 1000-1999: Certificated Personnel Salaries LCFF 11025	Substitute teachers will be provided for teachers in order to attend parent meetings to discuss student progress and success support plans 1000-1999: Certificated Personnel Salaries LCFF 6730

Analysis

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

The strategies and activities aimed at increasing parent engagement at Julius Corsini were implemented effectively, resulting in notable improvements this year. Parent participation saw an increase, particularly evident during well-attended math and literacy events. These events featured interactive math games and literacy tools designed to demonstrate ways families can support learning at home, with materials provided for further engagement outside of school.

The Family School Connectedness survey via Panorama revealed a positive uptick in this area, indicating improved relationships between families and the school community. Additionally, MTSS collaboration meetings were instrumental in supporting students' Individualized Education Programs (IEPs) and Student Success Teams (SSTs). Parents had the opportunity to attend these meetings and receive valuable support strategies to enhance student achievement. During these sessions, data analysis was conducted to monitor student progress, and targeted goals were established to address student needs effectively.

The success of the College and Career Day further highlighted the effectiveness of these initiatives, drawing participation from numerous community members and fostering student engagement. Student surveys were utilized to gauge the impact of this event, providing valuable feedback on its effectiveness in promoting future career readiness and exploration. Overall, the efforts to increase parent engagement yielded positive outcomes, enhancing the school's overall climate and fostering stronger partnerships between families, students, and the school community.

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

Even though a larger budget was allocated for MTSS meetings to accommodate substitutes, we observed that we did not fully utilize the allocated amount. Initially, we began with one substitute teacher per meeting, but later increased to two, recognizing the need for additional support during meetings with parents. It became evident that our initial estimation of substitute needs was insufficient, indicating the necessity to adjust and allocate more substitutes for future meetings.

Furthermore, we allocated additional funds for parent outreach to accommodate the increased turnout and to facilitate the organization and preparation of events. The larger attendance highlighted the importance of adequate support for organizing and managing these activities effectively. As a result, we recognize the need to reassess and potentially utilize the full budget allocations for substitute teachers and parent outreach initiatives in the future to better meet the needs of our school community.

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.

We will need to reduce funding allocations due to a decrease in the school's budget allocation.

Annual Review and Update

SPSA Year Reviewed: 2023-24

Goal 3 – Safe and Healthy Learning Environment

Julius Corsini Elementary will provided 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) - 96%

Student Attendance Rates
All Students (ALL) - As of April 30, 2024 87.6%

Chronic Absenteeism 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	Yellow	50.5	Increase +4
EL	Yellow	42.2	Increase +4
Hisp	Yellow	49.6	Increase +4
AA	Yellow	59.6	Increase +4
SED	Yellow	50.7	Increase +4
SWD	Yellow	52.5	Increase +4

St. Group	Color	DFS/Percentage	Change
All	Red	56.8% Chronically Absent	Increased 2.3
EL	Red	51.9% Chronically Absent	Increased 5.6
Hisp	Red	55.2% Chronically Absent	Increased 1.6
AA	Red	66.7% Chronically Absent	Increased 3
SED	Red	56.7% Chronically Absent	Increased 2
SWD	Red	58% Chronically Absent	Increased 1.5

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

St. Group	Color	DFS/Percentage	Change
All	Green	1.1	Maintain 0
EL	Yellow	1.5	Maintain 0

St. Group	Color	DFS/Percentage	Change
All	Red	3.3% suspended at least one day	Increased Significantly 2.3

Metric/Indicator	Expected Outcomes	Actual Outcomes
Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<table><tr><td>Hisp</td><td>Green</td><td>1</td><td>Maintain 0</td></tr><tr><td>AA</td><td>Blue</td><td>0</td><td>Maintain 0</td></tr><tr><td>SED</td><td>Blue</td><td>0</td><td>Maintain 0</td></tr><tr><td>SWD</td><td>Blue</td><td>0</td><td>Maintain 0</td></tr></table>	<table><tr><td>EL</td><td>Yellow</td><td>1.4% suspended at least one day</td><td>Maintained 0</td></tr><tr><td>Hisp</td><td>Orange</td><td>2% suspended at least one day</td><td>Increased 0.8</td></tr><tr><td>AA</td><td>Orange</td><td>5.4% suspended at least one day</td><td>Increased 5.4</td></tr><tr><td>SED</td><td>Red</td><td>3.5% suspended at least one day</td><td>Increased Significantly 2.3</td></tr><tr><td>SWD</td><td>Green</td><td>1.9% suspended at least one day</td><td>Declined -0.9</td></tr></table>
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) - 65% English Learner (EL) -77% Hispanic (Hisp) - 67% African American (AA) - 57%	Panorama Survey - School Connectedness All students - 67% English Learner (EL) - 77% Hispanic (Hisp) - 67% African American (AA)- 66%
Panorama Survey – School Safety All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey – School Safety All Students (ALL) - 51% English Learner (EL) - 58% Hispanic (Hisp) - 54% African American (AA) - 47%	Panorama Survey - School Safety All students (ALL): 52% English Learner (EL) -60% Hispanic (Hisp) - 52% African American (AA) - 64%
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
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 prizes will be purchased to support this program. Assemblies that promote PBIS, Kindness, Coach Wooden's Pyramid of Success, and Safe Schools will presented to students throughout the school year.	Positive Behavior Intervention and Supports (PBIS) were implemented school-wide, encompassing a multi-tiered system of support aimed at proactively defining, teaching, and reinforcing appropriate student behaviors to cultivate a positive and safe school environment. We purchased incentives to support students following the building blocks. Positive behavior support strategies were applied comprehensively, both within and beyond classroom settings, facilitating the establishment of systems featuring group and individual rewards to reinforce desired school behaviors. Materials and supplies crucial to this initiative, such as expectation posters, incentives for the Coyote store supporting PBIS points, and various prizes, were purchased to reinforce and sustain the program effectively. Throughout the school year, assemblies were organized to promote PBIS principles alongside themes of Kindness, Coach Wooden's Pyramid of Success,	Materials & Supplies 4000-4999: Books And Supplies LCFF 1000	Materials & Supplies 4000-4999: Books And Supplies LCFF 1470

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	and Safe Schools, thereby engaging and educating students on these vital topics.		
JCES 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.	JCES provided Mental Health services 2.5 days per week to the students of Julius Corsini who were struggling with academics, social emotional, or behavioral for various reasons. The therapist provided individual and/or group sessions to target these areas of need. Supports were put into place to assist students in the classroom and at home.	Therapist to work with Tier II/III students and their families 2000-2999: Classified Personnel Salaries Title I 53900	Therapist to work with Tier II/III students and their families 2000-2999: Classified Personnel Salaries Title I 56334
		Therapist fringes 3000-3999: Employee Benefits Title I 22600	Therapist fringes 3000-3999: Employee Benefits Title I 2200
To provide behavioral and social emotional support to students, we will implement a Solutions Room with (.6152 FTE) ParaEducator - Behavior Personnel. Implementation of Solutions Room to support students in mediation, transitions, and support the implementation of PBIS Program. A stronger emphasis will be with Tier II Behavior Intervention Students. The focus of these behavior support plans will be to maintain all students actively involved in classroom instruction.	Throughout the year, the behavioral paraeducator offered social-emotional support to students. The emphasis was on maintaining students' engagement in classroom activities, assisting with transitions, and addressing social-emotional needs.	Behavior Para (.6152 FTE) to support continued implementation of PBIS Tier 2 structures. 2000-2999: Classified Personnel Salaries LCFF 28,600	Behavior Para (.6152 FTE) to support continued implementation of PBIS Tier 2 structures. 2000-2999: Classified Personnel Salaries LCFF 29888
		Classified Benefits 3000-3999: Employee Benefits LCFF 11,400	Behavior Para (.6152 FTE) to support continued implementation of PBIS Tier 2 structures. - Classified Benefits 3000-3999: Employee Benefits LCFF 11685
Continue implementation of recess support staff (supervision aides) to support safe and 'bully free' school.	Throughout the year, funding supported five supervision staff members, with two funded by	Supervision Aide Salaries	Supervision Aide Salaries -One supervision position was unfilled

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	district funds and three by site funds. However, one of the site-funded positions was vacant for an extended period and temporarily filled by a substitute. Subsequently, the staff member left the position, and a replacement was hired at the end of the year.	2000-2999: Classified Personnel Salaries LCFF 46,600	and was filled with a substitute for part of the year 2000-2999: Classified Personnel Salaries LCFF 41665
		Classified Benefits 3000-3999: Employee Benefits LCFF 16,300	Supervision Aide Salaries -One supervision position was unfilled and was filled with a substitute for part of the year 3000-3999: Employee Benefits LCFF 10334
		Supervision Aides -extra duty (salary & fringes) 3000-3999: Employee Benefits LCFF 500	Supervision Aides -extra duty (salary & fringes) 3000-3999: Employee Benefits LCFF 500
Focus on student and classroom incentives to increase attendance rates and decrease chronic attendance concerns. Incentives will be provided to promote attendance and personal achievement.	Supplies were purchased to provide incentives to students to increase attendance rates and decrease chronic absenteeism.	Attendance supplies to motivate attendance improvement. This connects to positive behavior and personal achievement. 4000-4999: Books And Supplies LCFF 500	Attendance supplies to motivate attendance improvement. This connects to positive behavior and personal achievement. 4000-4999: Books And Supplies LCFF 500
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	Training and school visits were held to support the Capturing Kids Hearts program.	Pilot program and salaries to be paid by district funds

0 | Pilot program and salaries to be paid by district funds

0 |

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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			

Analysis

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

The strategies and activities implemented at Julius Corsini Elementary aimed to cultivate a positive, safe, and healthy learning environment while addressing chronic absenteeism and improving daily attendance rates to 96%. Local data indicates promising progress, with daily attendance showing a 2.3 percentage point increase compared to this time last year, and chronic absenteeism decreasing by 7.5 percentage points. Student survey data from Panorama reflects an uptick in students feeling a sense of belonging (school connectedness) and safety, indicating improvements in the school climate. Furthermore, local data highlights a reduction in the suspension rate by 0.3% from thethis time last year, with targeted student groups experiencing decreases. Additionally, the office discipline referral rate has decreased by 4.4 percentage points, suggesting a positive impact on student behavior and discipline. Overall, these outcomes demonstrate the effectiveness of the strategies and activities in creating a conducive learning environment and fostering improved attendance and student well-being at Julius Corsini Elementary.

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

Throughout the year, there were some notable differences between the intended implementation and budgeted expenditures for implementing strategies to meet the articulated goal. While funding supported five supervision staff members, with two funded by district funds and three by site funds, one site-funded position remained vacant for an extended period and was temporarily filled by a substitute. Eventually, the staff member left the position, and a replacement was hired at the end of the year. Additionally, there were salary increases for staff members, which might have impacted the budgeted expenditures compared to the initial plan.

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, several changes will be made to Goal 3, focusing on improving daily attendance rates and reducing chronic absenteeism. These changes include expanding and enhancing the attendance team to provide better outcomes, which will be funded through CSI funds. Additionally, the district-funded Capturing Kids Hearts (CKH) initiative will be expanded to create a team and provide professional development that will further enhance and grow the program, also using CSI funds. These changes can be found in Goal 3 of the School Plan for Student Achievement (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 Comprehensive Support and Improvement (CSI) due to performance as indicated by the school's dashboard. The following areas in goal 1 have been flagged with red indicators, demonstrating a significant need for targeted interventions and support:

English Language Arts (ELA)
All Student Groups: Performance in ELA is in the red category, highlighting a critical need for strategies to improve literacy skills across all student demographics.
English Learner Progress Indicator (ELPI)
All Student Groups: The progress of English learners is below expectations, with all groups showing red indicators. There is a need for enhanced English Language Development (ELD) programs and instructional support.
Mathematics
Hispanic Student Group and English Learner (EL) Student Group: Performance in mathematics is low, as indicated by the red status. There is a need for specialized support to bridge the achievement gap in math.

1. ELA Indicator - The Fall 2023 California School Dashboard reported "all students" group in the Red performance level with an average student score of 100.6 points below standard. This presents a need for ongoing support for all student groups. Results from the winter screening window indicate that 20.1% of students are projected to score at level 3 or 4 on the upcoming CAASPP assessments in ELA. This is slightly lower than the results from the Spring screening window of 2023 with 21.2% of students proficient.
2. Math Indicator - Math results reported two student groups in the Red performance level (Hispanic and English learners). These groups presented a performance gap one level below the overall school results indicating a need for ongoing support. Performance gaps reflected in the Fall 2023 Dashboard continue to be reflected in Star Math data. Hispanic students and EL students report percentages of students projected to meet or exceed standard on CAASPP at rates 1.5% and 7.4% lower than the "all students" results.
3. English Learner Progress Indicator - The Fall 2023 CA School Dashboard reported "all students" group in the Red performance level at 34.4% which is a decline from 2022 reporting period indicating that this is an area of need for our school.

Fall 2024 Data:

STAR test results from the Fall Benchmark 2024
(Results show the percentage of students who scored at or above district proficiency)
Reading
All Students
3rd Grade: 22.4%. EL: 19%
4th Grade: 24.4% EL: 10.5%
5th Grade: 49.2% EL: 22.25%

Math
All Students
3rd Grade: 27.3%. EL: 14.3%
4th Grade: 19.1%. EL: 9.5%
5th Grade: 29.2%. EL: 16.7%

The Fall 2024 STAR test data provides critical insights into our students' proficiency levels in reading and math, highlighting areas of strength and significant opportunities for targeted support. Analyzing this data across grade levels and English Learner (EL) subgroups reveals the following key needs for the upcoming SPSA.

Reading Performance Analysis

3rd Grade: Only 22.4% of all students in 3rd grade met or exceeded district proficiency in reading, with EL students at an even lower proficiency of 19%. This indicates a need for foundational reading support, with specific interventions aimed at vocabulary, comprehension, and language development for EL students.
4th Grade: In 4th grade, reading proficiency remains low at 24.4% for all students, and the EL subgroup proficiency drops further to 10.5%. The marked difference between all students and EL students suggests that the instructional strategies for EL students require enhancement to address specific language and reading comprehension barriers.
5th Grade: Although reading proficiency improves to 49.2% in 5th grade for all students, EL students still lag at 22.25%. While some growth is evident, there is a sustained need for targeted support in upper-elementary reading skills, focusing on complex text comprehension and academic language to bridge the gap for EL students.

Math Performance Analysis
3rd Grade: Proficiency in math is at 27.3% for all students in 3rd grade, with EL students at a significantly lower rate of 14.3%. This reflects an early need for interventions to strengthen foundational math skills, especially for EL students who may need additional support in math vocabulary and concept acquisition.
4th Grade: The proficiency rate declines in 4th grade, with only 19.1% of all students meeting district proficiency and 9.5% of EL students achieving proficiency. This indicates that math concepts in 4th grade may be posing challenges that require more structured, differentiated instruction, particularly for EL students who may need more linguistic scaffolding in math instruction.
5th Grade: Math proficiency rises slightly in 5th grade, with 29.2% of all students proficient and 16.7% of EL students meeting proficiency. While there is some improvement, the data indicates a persistent need for targeted support in higher-order math skills and problem-solving strategies, particularly for EL students who require reinforcement in both language and mathematical reasoning.

Key Needs and Next Steps

Enhanced Support for English Learners: Across all grade levels, EL students are performing significantly below their peers, particularly in reading comprehension and math concepts. There is a need for intensified, language-focused interventions that integrate both language development and academic content, as well as professional development for teachers on EL instructional strategies.

Differentiated Reading Instruction: The low proficiency in reading across all grades, especially in 3rd and 4th grades, points to a need for differentiated instructional strategies and reading intervention programs.

Math Instructional Strategies and Resources: The decline in math proficiency in 4th grade suggests a need for targeted instructional strategies that reinforce foundational math skills. Math interventions that focus on conceptual understanding, problem-solving, and language supports for EL students will be crucial to raise proficiency rates.

Monitoring Progress and Adjustments
To ensure effectiveness, progress monitoring through formative assessments and regular data reviews will be essential. Adjustments to instructional strategies and interventions will be based on ongoing assessment data to ensure that students, especially those in EL subgroups, receive the necessary support to reach district proficiency in both reading and math.

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome

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)

Baseline:

St. Group	Color	DFS/Percentage	Change
All	Red	100.6 points below standard	Decreased Significantly -23.1 points
EL	Red	107.6 points below standard	Decreased Significantly -28 points
Hisp	Red	110.4 points below standard	Decreased Significantly -25.6 points
AA		84.9 points below standard	Decreased Significantly -37.9 points
SED	Red	101.6 points below standard	Decreased Significantly -23.2 points
SWD		164.1 points below standard	Decreased -12.6 points

Expected Outcome:

St. Group	Color	DFS/Percentage	Change
All	Orange	85.6 points below standard	Increased Significantly +15 points
EL	Orange	92.6 points below standard	Increased Significantly +15 points
Hisp	Orange	95.4 points below standard	Increased Significantly +15 points
AA		69.9 points below standard	Increased Significantly +15 points
SED	Orange	86.6 points below standard	Increased Significantly +15 points
SWD		149.1 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)

Baseline:

St. Group	Color	DFS/Percentage	Change
All	Orange	91.7 points below standard	Decreased -3.3 points
EL	Red	100.6 points below standard	Decreased -7.3 points
Hisp	Red	97 points below standard	Decreased -5.2 points

Expected Outcome:

St. Group	Color	DFS/Percentage	Change
All	Yellow	81.7 points below standard	Increased +10 points
EL	Orange	85.6 points below standard	Increased Significantly +15 points
Hisp	Yellow	82 points below standard	Increased Significantly +15 points

Metric/Indicator	Baseline	Expected Outcome

Metric/Indicator	**Baseline**	**Expected Outcome**

	Baseline				Expected Outcome		
	AA		91 points below standard	Decreased Significantly -21.5 points	AA		81 points below standard	Increased +10 points
	SED	Orange	92.2 points below standard	Decreased - 3 points	SED	Yellow	82.2 points below standard	Increased +10 points
	SWD		147.8 points below standard	Maintained - 2.9 points	SWD		132.8 points below standard	Increased Significantly +15 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 - 10.93%	California Science Test - Percent of Students Who Meet or Exceed Standard Grade 5 - 15%

California School Dashboard – English Learner Progress Indicator (ELPI)			

	Color	DFS/Percentage	Change		Color	DFS/Percentage	Change
English Learner Progress Indicator	Red	34.4%		English Learner Progress Indicator	Orange	44.4 points above standard	Increased +10 points

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 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.

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 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.

Students to be Served by this Strategy/Activity

X	English Learner
X	Students with Disabilities
X	All

Timeline

7/1/2024-6/30/2025

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Amount	10000
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	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
Amount	9000

Source	CSI Funding
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Release time/substitutes - Including but not limited to teacher collaboration, professional development, Solution Tree PLC coaching

Strategy/Activity 2

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

Monitoring Metric: The effectiveness of this professional development will be assessed through the following measures: the attendance of teachers at professional development days 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.

Students to be Served by this Strategy/Activity

X	All

Timeline

7/1/2024-6/30/2025

Person(s) Responsible

Administration, Teachers, Site Coaches

Proposed Expenditures for this Strategy/Activity

Amount	2000
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Professional development to support best first instruction in ELA, Math, ELD, and Science (conferences/consultant fees, travel expenses, hotel costs)
Amount	60000

Source	CSI Funding
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Solution Tree PLC development (Consultant/conferences fees, travel expenses, hotel costs)

Strategy/Activity 3

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.

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.

Students to be Served by this Strategy/Activity

X   English Learner

X   All

Timeline

7/1/2024-6/30/2025

Person(s) Responsible

Administration, Teachers, Site Coaches

Proposed Expenditures for this Strategy/Activity

Amount	505
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.
Amount	1400
Source	Title I

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.
Amount	10,000
Source	CSI Funding
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	PLC professional development/follow up and specific targeted writing instruction professional development

Strategy/Activity 4

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

X   English Learner

X   All

Timeline

7/1/2024- 6/30/2025

Person(s) Responsible

Administration, Teachers, TOSAs

Proposed Expenditures for this Strategy/Activity

Amount	1000

Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Licensing rights, online subscriptions, software licenses
Amount	20,000
Source	CSI Funding
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Licensing rights, online subscriptions, software licenses including but not limited to Lexia Core 5

Strategy/Activity 5

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

X	All

Timeline

7/1/2024- 6/30/2025

Person(s) Responsible

Administration, Teachers, TOSA

Proposed Expenditures for this Strategy/Activity

Amount	6000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies

Description	purchase materials, books, supplies, and other needed instructional items in the areas of ELA, math, ELD, and science for instructional rigor
Amount	300
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Materials for ELA & Math, math work stations, Learning Dynamics, etc.
Amount	34012
Source	CSI Funding
Budget Reference	4000-4999: Books And Supplies
Description	Expand Supplemental materials for guided reading program for targeted reading skills based on STAR reading data (Including but not limited to Decodable phonics readers)

Strategy/Activity 6

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

X   All

Timeline

7/1/2024- 6/30/2025

Person(s) Responsible

Administration, Teachers, TOSA

Proposed Expenditures for this Strategy/Activity

Amount	2000
Source	LCFF

Budget Reference	4000-4999: Books And Supplies
Description	Technology Supplies
Amount	1173
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Technology Supplies

Strategy/Activity 7

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

X   English Learner

X   All

Timeline

7/1/2024- 6/30/2025

Person(s) Responsible

Administration, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	Salaries to be paid by district funds

Strategy/Activity 8

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.

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.

Students to be Served by this Strategy/Activity

X   English Learner

Timeline

7/1/2024- 6/30/2025

Person(s) Responsible

Administration, Teachers, TOSA

Proposed Expenditures for this Strategy/Activity

Amount	14000
Source	CSI Funding
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra duty to provide tutoring after school hours

Strategy/Activity 9

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 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.

Monitoring Metric: STAR data, Lexia Core 5 data, BPST, pre and post assessments.

Students to be Served by this Strategy/Activity

X   All

Timeline

7/1/2024- 6/30/2025

Person(s) Responsible

Administration, Teachers, TOSA

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	Salaries to be paid by district funds

Strategy/Activity 10

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

X	All

Timeline

7/1/2024- 6/30/2025

Person(s) Responsible

Administration, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	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

1.This year, we have had a significant increase in parent and family engagement through a series of successful in-person events such as the fall festival, back-to-school night, and a reading event. Moving forward, it's important to sustain and enhance participation in these events. By harnessing the enthusiasm generated by these gatherings, we can offer parents valuable skills and insights to better support their children. This approach will not only boost parental involvement but also reflect positively in our Panorama family survey results, ultimately enhancing students' academic, behavioral, social-emotional learning achievements, and attendance.

2. While our Panorama survey shows a high level of sense of belonging (school connectedness) by students and families, we need to continue to focus on increasing engagement with our school.

Through meetings with families, including Student Study Team (SST) and Individualized Education Program (IEP) discussions, it has become clear that there is a need for more books at home. Providing families with access to reading materials will help them engage with their children in literacy and academic activities, supporting their learning and reinforcing the skills taught at school.

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes - 31 surveys	Parent Participation in Stakeholder Input Processes - 175 surveys
Family School Connectedness via Panorama Family Climate Survey All Students (ALL)	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - 95%	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - 98%

Metric/Indicator	**Baseline**	**Expected Outcome**
Hispanic (Hisp) African American (AA)	Hispanic (Hisp) 99% African American (AA) 100%	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) - 77% Hispanic (Hisp) 73% 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 - 250	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

X   All

Timeline

7/1/2024-6/30/2025

Person(s) Responsible

Administration

Staff
FACES

Proposed Expenditures for this Strategy/Activity

Amount	1700
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra duty- working beyond the school day to support parents outreach

Amount	1758
Source	Title I Part A: Parent Involvement
Budget Reference	4000-4999: Books And Supplies
Description	Materials and online supports for Parent Engagement Activities

Amount	1300
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Extra duty- working beyond the school day to support parents outreach

Strategy/Activity 2

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

Students to be Served by this Strategy/Activity

X   All

Timeline

7/1/2024-6/30/2025

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 3

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

X   English Learner

X   All

Timeline

7/1/2024-6/30/2025

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 provided 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 Comprehensive Support and Improvement (CSI) due to performance as indicated by the school's dashboard. The following areas in goal 3 have been flagged with red indicators, demonstrating a significant need for targeted interventions and support:

Chronic Absenteeism
All Student Groups: Chronic absenteeism rates are high across all student groups, necessitating the development of robust attendance interventions and engagement strategies.
Suspension Rate
All Student Groups: The suspension rate for all student groups is in the red, indicating a need to address behaviors.

1. Chronic Absenteeism - The Fall 2023 CA School Dashboard reported "all students" group in the Red performance level at 56.8% which is an increase of 2.3% from last year indicating that this is an area of need for our school. 2023-34 local data as of April 2024 indicates improvement in chronic absenteeism rates, however most student
group rates continue to report 52% or higher indicating that this is a continuing area in need of improvement.
2. Suspension Rate Indicator - The Fall 2023 CA School Dashboard reported "all students" group in the Red performance level at 3.3% which is an increase from the 2022 reporting period of 2.3% indicating that this is an area of need for our school. 2023-24 local data as of April 2024 indicated an improvement in suspension rates of .3%,
however, this is still a continuing area in need of improvement.
3. Panorama data for 2023-24 shows 67% of students have a Sense of Belonging (School Connectedness) this year. This is a 2% increase from last year. We will continue actions that create a positive school culture where students feel connected to others at school.
4. According to the 2023-24 Panorama data, 52% of students feel safe on campus, marking a 1% increase from the previous year. Measures will be implemented to further enhance this trend.

Current data indicates that chronic absenteeism remains a significant issue at our school, despite a decline from the previous year. While any reduction in absenteeism is a positive trend, it is essential to continue focusing on strategies that promote consistent attendance. Additionally, the need for more radios to enhance communication among staff members highlights an ongoing concern for campus safety. This needs assessment outlines the areas of focus to address these critical issues effectively.

While chronic absenteeism has decreased compared to last year, it continues to impact student achievement and overall school performance. Continued monitoring is necessary to identify students at risk of falling into patterns of absenteeism and to implement targeted interventions.

The need for additional radios on campus has been identified as a safety concern. Effective communication is vital for staff to respond promptly to emergencies and maintain a safe environment for all students. Assessment of the current inventory of radios and determination of the additional number needed to ensure coverage across all areas of the campus.

Addressing chronic absenteeism and enhancing campus safety through improved communication are vital components of our school improvement efforts.

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, 2024 87.6%	Student Attendance Rates All Students (ALL) - 88%

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

Baseline:

St. Group	Color	DFS/Percentage	Change
All	Red	56.8% Chronically Absent	Increased 2.3
EL	Red	51.9% Chronically Absent	Increased 5.6
Hisp	Red	55.2% Chronically Absent	Increased 1.6
AA	Red	66.7% Chronically Absent	Increased 3
SED	Red	56.7% Chronically Absent	Increased 2
SWD	Red	58% Chronically Absent	Increased 1.5

Expected Outcome:

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%

Suspension Rates:
All Students (ALL)

St. Group	Color	DFS/Percentage	Change

St. Group	Color	DFS/Percentage	Change

Metric/Indicator	Baseline				Expected Outcome			

English Learner (EL)
Hispanic (Hisp)
African American (AA)
Socioeconomically Disadvantaged (SED)
Students with Disabilities (SWD)

All	Red	3.3% suspended at least one day	Increased Significantly 2.3
EL	Yellow	1.4% suspended at least one day	Maintained 0
Hisp	Orange	2% suspended at least one day	Increased 0.8
AA	Orange	5.4% suspended at least one day	Increased 5.4
SED	Red	3.5% suspended at least one day	Increased Significantly 2.3
SWD	Green	1.9% suspended at least one day	Declined -0.9

All	Orange	3.0%	Declined .3%
EL	Green	1.0%	Declined .4%
Hisp	Green	1.5%	Declined .5%
AA	Yellow	5.0%	Declined .4%
SED	Green	3.0%	Declined .5%
SWD	Green	1.0%	Declined .9%

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)-3.3%
English Learner (EL)-1.4%
Hispanic (Hisp)-2%
African American (AA)-5.4%
Socioeconomically Disadvantaged (SED)-3.5%
Students with Disabilities (SWD)-1.9%

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%

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 - 67%
EL - 77%
AA - 66%
Hisp - 67%

Panorama Survey - School Connectedness
All Students (ALL) - 78%
English Learner (EL) -85%
Hispanic (Hisp) - 80%
African American (AA) - 80%

Metric/Indicator	Baseline	Expected Outcome
Panorama Survey – School Safety All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey - School Safety All students (ALL): 52% English Learner (EL) -60% Hispanic (Hisp) - 52% African American (AA) - 64%	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

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.

Monitoring Metrics: We will evaluate the effectiveness of this 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.

Students to be Served by this Strategy/Activity

X	All

Timeline

7/1/2024-6/30/2025

Person(s) Responsible

Administration
Counselor
PBIS Tier 1 Team
JCES Teachers

JCES Support Staff

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	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

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

Timeline

7/1/2024-6/30/2025

Person(s) Responsible

Administrator
JCES Support Staff
Mental Health Therapist
Counselor

Proposed Expenditures for this Strategy/Activity

Amount	82971
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Therapist to work with Tier II/III students and their families
Amount	3098
Source	LCFF
Budget Reference	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

X	Foster Youth
X	Students with Disabilities
X	All
X	Specific Student Groups: Targeted Tier II/III Behavior Intervention Students

Timeline

7/1/2024- 6/30/2025

Person(s) Responsible

Administration
Counselor
Mental Health Therapist
Para Behavior

Tier 2/3 Team Staff	

Proposed Expenditures for this Strategy/Activity

Amount	41887
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	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

X	All

Timeline

7/1/2024- 6/30/2025

Person(s) Responsible

Administration
JCES Support Staff

Proposed Expenditures for this Strategy/Activity

Amount	61692
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Supervision Aide Salaries

Amount	500
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	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 attendnace.
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

X	English Learner
X	Students with Disabilities
X	All

Timeline
7/1/2024- 6/30/2025

Person(s) Responsible
Administration
Staff

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	LCFF

Budget Reference	4000-4999: Books And Supplies
Description	Attendance supplies to motivate attendance improvement. This connects to positive behavior and personal achievement.
Amount	1000
Source	CSI Funding
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Extra duty for outreach to parents regarding attendance and support student needs, as well as participating in after school hours attendance meetings
Amount	1000
Source	CSI Funding
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra duty for outreach to parents regarding attendance and support student needs, as well as participating in after school hours attendance meetings
Amount	1000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra duty for Saturday school
Amount	1000
Source	Title I
Budget Reference	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. Pilot program and salaries to be paid by district funds.

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 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.

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

X	All

Timeline

7/1/2024- 6/30/2025

Person(s) Responsible

Adminstration
All Staff
CKH Team

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	Pilot program and salaries to be paid by district funds

Amount	2000
Source	CSI Funding
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra Duty for CKH Team, including but not limited to professional development, collaboration, parent outreach

Amount	2000

Source	CSI Funding
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Extra Duty for CKH Team and classified, including but not limited to professional development, collaboration, parent outreach
Amount	2000
Source	CSI Funding
Budget Reference	4000-4999: Books And Supplies
Description	Materials to support CKH initiative

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 added 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

X	All

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures

Description   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.

School Goal #1: Increase Academic Achievement				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	**Start Date Completion Date**	**Proposed Expenditure**	**Estimated Cost**	**Funding Source (itemize for each source)**
Math Collaboration and Professional Development	July 1, 2024 - June 30, 2025	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, 2024 - June 30, 2025	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, 2024 - June 30, 2025	Support students and staff with the integration of technology into instruction	6,083	Title II

School Goal #2: Increase Parent and Community Partnerships				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	**Start Date Completion Date**	**Proposed Expenditure**	**Estimated Cost**	**Funding Source (itemize for each source)**
Family engagement events and classes	July 1, 2024 - June 30, 2025	Parenting Classes on effective strategies and structures. Parent/community engagement events	1,851	LCFF

School Goal #3: Maintain Healthy and Safe Learning Environment				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	**Start Date Completion Date**	**Proposed Expenditure**	**Estimated Cost**	**Funding Source (itemize for each source)**
Conscious Education Professional Development	July 1, 2024 - June 30, 2025	Training, substitutes and accompanying books and materials	3,703	Title I
Youth Mental Health First Aid Training	July 1, 2024 - June 30, 2025	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	$91,302
Total Federal Funds Provided to the School from the LEA for CSI	$155,012
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$379,096.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	89,544	0.00
Title I Part A: Parent Involvement	1,758	0.00
LCFF	132,782	0.00
CSI Funding	155,012	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 ($)
CSI Funding	$155,012.00
Title I	$89,544.00
Title I Part A: Parent Involvement	$1,758.00

Subtotal of additional federal funds included for this school: $246,314.00

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 | $132,782.00 |

Subtotal of state or local funds included for this school: $132,782.00

Total of federal, state, and/or local funds for this school: $379,096.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
CSI Funding	155,012.00
LCFF	132,782.00
Title I	89,544.00
Title I Part A: Parent Involvement	1,758.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	50,605.00
2000-2999: Classified Personnel Salaries	195,448.00
4000-4999: Books And Supplies	48,543.00
5000-5999: Services And Other Operating Expenditures	22,500.00
5800: Professional/Consulting Services And Operating Expenditures	62,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	CSI Funding	36,000.00
2000-2999: Classified Personnel Salaries	CSI Funding	3,000.00
4000-4999: Books And Supplies	CSI Funding	36,012.00
5000-5999: Services And Other Operating Expenditures	CSI Funding	20,000.00
5800: Professional/Consulting Services And Operating Expenditures	CSI Funding	60,000.00
1000-1999: Certificated Personnel Salaries	LCFF	10,505.00
2000-2999: Classified Personnel Salaries	LCFF	108,477.00
4000-4999: Books And Supplies	LCFF	9,300.00
5000-5999: Services And Other Operating Expenditures	LCFF	2,500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	2,000.00
1000-1999: Certificated Personnel Salaries	Title I	4,100.00
2000-2999: Classified Personnel Salaries	Title I	83,971.00
4000-4999: Books And Supplies	Title I	1,473.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1,758.00

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	
Numbers of members of each category:	**1**	**3**	**1**	**5**	

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
[signature]	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 October 1, 2024.

Attested:

[signature]	Principal, Betsy Gomez on 10/28/24
[signature]	SSC Chairperson, Kathryn Sloan on 10/28/24

Title I and LCFF Funded Program Evaluation

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

Actions/ Activities (Strategies)	What is working and why? (Effective indicators) *Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:*	What is not working and why? (Ineffective indicators) *Specific evidence/indicators showing that this activity or strategy is not working, including:*	Modification(s) based on evaluation results *Continue or discontinue and why?*
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. 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 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.			
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 Monitoring Metric: The effectiveness of this professional development will be assessed through the following measures: the attendance of teachers at professional development days 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.			
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. 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.			
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			
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			

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.			
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.			
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. 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.			

Actions/ Activities (Strategies)			
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 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. Monitoring Metric: STAR data, Lexia Core 5 data, BPST, pre and post assessments.			
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.			

Goal #2:
JCES will increase parent engagement

Actions/ Activities (Strategies)	What is working and why? (Effective indicators) *Specific evidence/indicators of success/effectiveness in*	What is not working and why? (Ineffective indicators) *Specific evidence/indicators showing that this activity or*	Modification(s) based on evaluation results *Continue or discontinue and why?*

	implementing this activity or strategy, including:	*strategy is not working, including:*	
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.			
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%.

Actions/ Activities (Strategies)	What is working and why? (Effective indicators) *Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:*	What is not working and why? (Ineffective indicators) *Specific evidence/indicators showing that this activity or strategy is not working, including:*	Modification(s) based on evaluation results *Continue or discontinue and why?*
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. Monitoring Metrics: We will evaluate the effectiveness of this 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.			
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.			
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.			
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.			
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 attendnace. 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.			
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. 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 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. 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.			
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 added 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.			

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.

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.

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.

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.

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, it's 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.

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/guidanceuseseinvestment.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/guidanceuseseinvestment.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/

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