School Year: **2023-24**

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	07/01/2023 - 06/30/2024
Schoolsite Council (SSC) Approval Date	October 26, 2023
Local Board Approval Date	December 12, 2023

X This certifies that updates to my SPSA are completed

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

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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. 94.3% of our students receive free and/or reduced lunch and 30.8% 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. The English Language Learners receive full instruction in English.

For the 2023-2024 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 mathematic skills are a 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 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 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 2 Reading Intervention teachers and 1 paraprofessional providing Tier 3 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 Additional Targeted Support and Improvement

Julius Corsini has been identified for ATSI for the following student groups based on the Fall 2022 Dashboard: SWD, African American, and White

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 (SSC) meets regularly during school year to review and update the school plan including proposed expenditures of Title I funds. School goals are based upon comprehensive needs assessment that includes the analysis of verifiable state data, including information displayed on the CA School Dashboard. Other district and school data, including interim assessments, are utilized to further measure and monitor achievement throughout the school year. School goals are aligned with PSUSD LCAP goals and include the same metrics/indicators. Input and advice is solicited from school advisory committees including the ELAC and School Leadership team. The JCES School Plan addresses how LCFF and Title I funds will be used to improve the academic performance for 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 2022-23 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:
9/2-9/9 School Site Council Nominations - We had 3 parent/community and 3 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.
9/12-9/19 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.
9/21 SSC #1 -Introduction and district training of SSC, Election of SSC officers, Review and input on SPSA revisions. Review Title 1 Parent & Family Engagement Policy and Home-School Compact, Uniform Complaint Procedures, and SSC Bylaws
10/20 SSC #2 - Review and approve of School Safety Plan based on input from the last meeting, Approval of SPSA Fall revisions.
2/16 SSC #3 - SPSA & Budget review with current data analysis, discussion of actions to continue/discontinue for next year.
3/10-3/15. Special Election for staff opening. The nomination form was sent online through a Google form to all staff members.
3/20-3/24 Special Election for staff opening - Following nominations, the ballot was sent as a Google form for staff to vote for staff members. Results were collected electronically and results were posted for staff members.
4/27 SSC #4 - 2023-24 SPSA presented and approved by the SSC.

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.

ELAC Meeting Dates and Topics:
9/27 ELAC #1 - Information & training meeting, Election Nominations, ELPA assessment
11/8 ELAC #2 - ELAC Training
2/7 ELAC #3 - Initial and Annual ELPAC Notification Explanation, Reclassification Procedures, PSUSD District-Wide Needs Assessment & School Needs Assessment
3/7 ELAC #4 - ELPAC Updates, How are ELs included in the school SPSA
4/25. ELAC #5 - ELPAC Updates, Spring SPSA review and 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 and appreciated all efforts by the staff. In the future, they would like the school 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

An Additional Targeted Support and Improvement (ATSI) meeting was held on 2/13/23 to review the areas of need and brainstorm actions to address those needs. The information was shared with Leadership Team on 2/27/23, SSC on 2/16/23, and ELAC on 3/7. At these meetings, needs assessments were completed, and brainstormed actions to improve attendance and ELA and Math. 3/6-3/10 Collected needs assessment input from EL parents

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 Students With Disabilities (SWD) student group in ELA and Math. Based on 2022 CA School Dashboard results, our SWD students are performing 72.3 points below our All Students group (77.4 pts below) in ELA and 53 points below our All Students group in math. 2022-23 Star test results indicate a continuing differential for SWD students in both reading and mathematics.
In Goal 1 of our 23-24 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.
- 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 identified a resource inequity within our All Students student group, African American student group, SWD student group, and White student group in Chronic Absenteeism. Attendance continues to be one of the largest areas of need for all student groups. Based on 2022 CA School Dashboard results for Chronic Absenteeism, our All Students student group is 54.5%, African American student group is 63.6%, our SWD student group is 56.5%, and our White student group is 50% chronic absenteeism. In the 2022-23 school year, our tier 2 team has been 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 23-23 plan, we have addressed the concern with the following specific actions:

- The school counselor and Family Engagement Specialist will be contacting 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.

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

ELA Indicator - Improvement in ELA has been evident in the 2022-23 school year. 2022-23 Star test results indicate improvement in reading throughout the year. Results from the winter screening window indicate that 27.9% of students are projected to score at level 3 or 4 on the upcoming CAASPP assessments in ELA, which would be an improvement over 2021-22 CAASPP results. This is also an improvement from the 20.1% in the fall screening window.

Math Indicator - Winter screening window Star results showed improvement in mathematics, with 32.6% of students projected to score at a level 3 or 4 on CAASPP, which would be an improvement over 2021-22 CAASPP results. This is also an improvement from the 30.2% in the fall screening window.

Chronic Absenteeism Indicator - The Fall 2022 CA School Dashboard indicated the overall school performance as Very High (54.5%), but in the Spring of 2023, we are down 15.7 percentage points from this time last year. Students With Disabilities are down 9%, English Learners are down 7%, African American students are down 9%, White students are down .5%, and Socioeconomically Disadvantaged students are down from this time last year.

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. Finally, new staff received an opportunity for Kagan engagement strategies to ensure that all students are actively engaged in learning.

All of these supporting actions will continue for the 23-24 school year; however, some with slight modifications. The Tier II Intervention Support will continue during Guided Reading for 1st-5th grades; however, more focus will be placed 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 Star and Fountas and Pinnell progress monitoring results. Our academic coach will support the math implementation embedded in their 2:1:2 days.

Fall Revision Update:
ELA and Math Indicator - Results indicate that more 5th grade students scored at the exceeded level in CAASPP ELA. There were less students in the not met level in CAASPP math than previous year. Third grade had less students in the not met level compared to the previous year.

Attendance: There was an increase from 83.94% to 85.01% - a 1.07% increase in attendance rates

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 2022 California School Dashboard reported two student groups in the lowest performance level (students with disabilities and "All Students"). The Students with Disabilities group presented a performance gap 72.3 points below the overall school result (-77.4 points below) indicating a need for ongoing support. Performance gaps reflected in the Fall 2022 Dashboard continue to be reflected in Star Reading data. Students with Disabilities report percentages of students projected to meet or exceed standard on CAASPP at rates 24.7% lower than the “all students” (24.7%) result.

Math Indicator - Math results reported as with a Very Low status for the students with disabilities group on the Fall 2022 California School Dashboard, with the average student score of 53 points below standard. Star Math results indicate that 0% of students are projected to meet or exceed standards at the school.

Chronic Absenteeism increased from 26% to 54.5% between 2018-19 and 2021-22, indicating that this is an area of need for our school. The Fall 2022 California School Dashboard indicates that the school and every student group performed in the lowest status level for the 2021-22 year. 2022-23 data as of March 2023 indicates an improvement of 16.7% schoolwide in chronic absenteeism rates, however, most student group rates continue to report at 50% or higher indicating that this is a continuing area in need of improvement. A focus will be on Students with Disabilities, African American students, and White students.

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 2023-24 school year to address students who have significant achievement gaps in reading foundations. This support will prioritize Students with Disabilities and "all students" groups when targeting students for additional support. 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.

To target chronic absenteeism, the administration will meet with district 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. Continuation of Tier I behavior professional development that focuses on restorative practices and classroom management. We will continue to utilize PBIS and SEL lessons. Our Counselor and Behavior Para will continue to meet with students, small groups, and teach lessons to help students improve their grit and resilience. Professional development that focuses on restorative practices and classroom management (Tier I behavioral support) will continue.

Special Education teachers will have dedicated time during guided reading to target individualized needs of our students with disabilities without interrupting core instruction. Also, our special education staff will continue to receive targeted professional development with the general education teachers. Grade levels will desegregate assessment data by SWD and other student groups in order to identify specific strategies to meet their needs.

Fall Revision Update:
ELA Indicator -12% of students met or exceeded standards overall on CAASPP, 20% nearly met standards, and 68% did not meet standards. (9% drop from the previous year). Students with disabilities group scored at 100% of students not meeting standards vs. 88% of students last year not meeting standards indicating a need for ongoing support. In math 85% of students with disabilities did not meet standards vs. 88% of students not meeting standards the previous year (3% moved to nearly met). Although students with disabilities performed better in math, this is still an area of need. African American student group had 8% more students not meeting standards and 2% less meeting or exceeding standard. English Learners declined in both ELA and math. The white student group increased 4% more students meeting or exceeding standards and 13% less students not meeting standards.

Math Indicator - 13% of students met or exceeded standards overall on CAASPP, 25% nearly met standards, and 61% did not meet standards. (2% drop from the previous year). The African American student group had 7% fewer students meeting or exceeding standards.

Suspension Rates have increased from the 2021/22 school year from 1.179% unduplicated count and 2022/23 to 3.837% unduplicated count.

Although attendance rates have increased from 83.94% the previous year to 85.01% (a 1.07% increase in attendance rates), there is still a need for ongoing support.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.5%	0.52%	0%	2	2	0
African American	8.7%	10.70%	10.27%	34	41	42
Asian	0.5%	%	0.24%	2		1
Filipino	0.5%	0.26%	0%	2	1	0
Hispanic/Latino	77.1%	76.24%	76.77%	303	292	314
Pacific Islander	%	%	0.24%			1
White	9.2%	8.09%	8.56%	36	31	35
Multiple/No Response	3.6%	4.18%	3.91%	14	16	16
			Total Enrollment	393	383	409

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	56	71	69
Grade 1	78	53	67
Grade 2	73	69	56
Grade3	66	69	75
Grade 4	62	64	80
Grade 5	58	57	62
Total Enrollment	393	383	409

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	169	145	106	38.1%	30.1%	27.00%
Fluent English Proficient (FEP)	28	46	46	6.3%	9.6%	11.70%
Reclassified Fluent English Proficient (RFEP)	17	28	18	8.6%	16.6%	17.0%

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
383	**94.3**	**30.8**	**2.1**
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.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	118	30.8
Foster Youth	8	2.1
Homeless	14	3.7
Socioeconomically Disadvantaged	361	94.3
Students with Disabilities	48	12.5

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	41	10.7
American Indian	2	0.5
Asian		
Filipino	1	0.3
Hispanic	292	76.2
Two or More Races	16	4.2
Pacific Islander		
White	31	8.1

Conclusions based on this data:

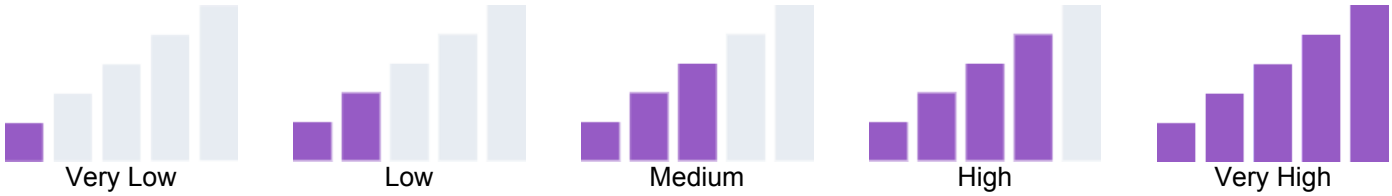
1.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: Very Low	Chronic Absenteeism: Very High	Suspension Rate: Medium
Mathematics: Low		
English Learner Progress: Medium		

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
4	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.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Very Low	Very Low	No Performance Level
77.4 points below standard	79.6 points below standard	4 Students
180 Students	79 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very Low	Very Low
111.9 points below standard	78.4 points below standard	149.7 points below standard
12 Students	179 Students	31 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 47.0 points below standard 17 Students	No Performance Level 2 Students	No Performance Level 0 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Very Low 84.8 points below standard 137 Students	No Performance Level 9 Students	No Performance Level 0 Students	No Performance Level 26.5 points below standard 15 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.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
110.5 points below standard 55 Students	8.9 points below standard 24 Students	77.2 points below standard 99 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

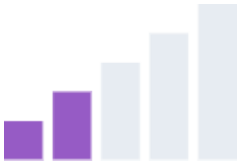
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
1	3	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.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Low	Low	No Performance Level
88.4 points below standard	93.3 points below standard	2 Students
177 Students	79 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Low	Very Low
122.5 points below standard	89.1 points below standard	141.5 points below standard
12 Students	176 Students	30 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 69.5 points below standard 17 Students	No Performance Level 2 Students	No Performance Level 0 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 91.9 points below standard 136 Students	No Performance Level 9 Students	No Performance Level 0 Students	No Performance Level 40.4 points below standard 13 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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
108.3 points below standard 55 Students	58.8 points below standard 24 Students	85.4 points below standard 96 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Medium
50.6 making progress towards English language proficiency
Number of EL Students: 87 Students
Performance Level: 3

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.

2022 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
18.4%	31.0%	1.1%	49.4%

Conclusions based on this data:

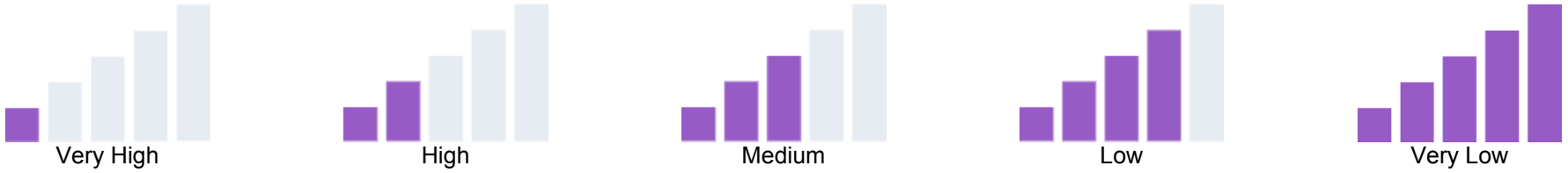
1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



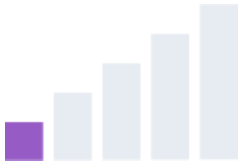
This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students

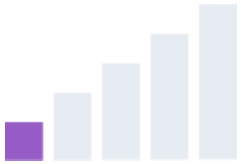


Very High

54.5% Chronically Absent

440 Students

English Learners



Very High

46.2% Chronically Absent

132 Students

Foster Youth

No Performance Level

35.7% Chronically Absent

14 Students

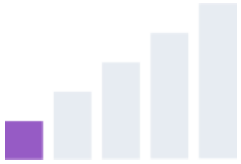
Homeless

No Performance Level

51.9% Chronically Absent

27 Students

Socioeconomically Disadvantaged

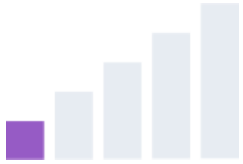


Very High

54.7% Chronically Absent

419 Students

Students with Disabilities

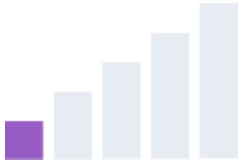


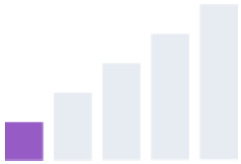
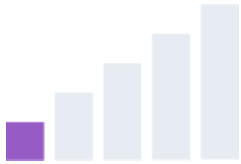
Very High

56.5% Chronically Absent

69 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
			
Very High	No Performance Level	No Performance Level	
63.6% Chronically Absent	Less than 11 Students	Less than 11 Students	
44 Students	2 Students	2 Students	

Hispanic	Two or More Races	Pacific Islander	White
			
Very High	No Performance Level	No Performance Level	Very High
53.6% Chronically Absent	63.2% Chronically Absent	Less than 11 Students	50% Chronically Absent
334 Students	19 Students	1 Student	38 Students

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
0	0	4	0	3

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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students

Medium

1.1% suspended at least one day

469 Students

English Learners

Medium

1.5% suspended at least one day

135 Students

Foster Youth

No Performance Level

0% suspended at least one day

16 Students

Homeless

Very Low

0% suspended at least one day

31 Students

Socioeconomically Disadvantaged

Medium

1.1% suspended at least one day

445 Students

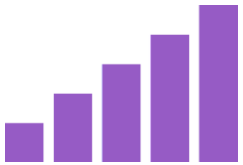
Students with Disabilities

Medium

2.8% suspended at least one day

72 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
			
Very Low	No Performance Level	No Performance Level	
0% suspended at least one day	Less than 11 Students	Less than 11 Students	
47 Students	2 Students	2 Students	

Hispanic	Two or More Races	Pacific Islander	White
Medium	No Performance Level	No Performance Level	Very Low
1.1% suspended at least one day	5.3% suspended at least one day	Less than 11 Students	0% suspended at least one day
356 Students	19 Students	1 Student	42 Students

Conclusions based on this data:

1.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 1 – Increased Academic Achievement

Julius Corsini will increase academic achievement in Language Arts and Math through first best instruction and academic interventions.

Annual Measurable Outcomes

Metric/Indicator

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	Yellow	35.5 points below standard	Yellow +4
EL	Yellow	35.8 points below standard	Yellow +4
Hisp	Yellow	39.6 points below standard	Yellow +4
AA	No Performance Color		
SED	Yellow	39.6 points below standard	Yellow +4
SWD	Yellow	73 points below standard	Yellow +10

Actual Outcomes

California School Dashboard - Academic Indicator for English Language Arts (no change was reported for 2021-22 scores)
All Students (ALL) 77.4 points below
English Learners (EL) 79.6 points below
Hispanic (Hisp) 84.8 points below
African American (AA) 47 points below
Socioeconomically Disadvantaged (SED) 78.4 points below
Students with Disabilities (SWD) 149.7 points below

Metric/Indicator

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	54.6 points below standard	Yellow +6
EL	Yellow	58.5 points below standard	Yellow +4
Hisp	Yellow	55.4 points below standard	Yellow +4
AA	No Performance Color		
SED	Yellow	59.2 points below standard	Yellow +4
SWD	Orange	93.4 points below standard	Yellow +4

Actual Outcomes

California School Dashboard - Academic Indicator for Mathematics All Students (ALL) (no change was reported for 2021-22 scores)
All Students (ALL) 88.4 points below
English Learners (EL) 93.3 points below
Hispanic (Hisp) 91.9 points below
African American (AA) 69.5 points below
Socioeconomically Disadvantaged (SED) 89.1 points below
Students with Disabilities (SWD) 141.5 points below

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 - 18.6% of Students Who Meet or Exceed Standard Grade 5
California School Dashboard – English Learner Progress Indicator (ELPI)	California School Dashboard - English Learner Progress Indicator (ELPI)ELPAC Baseline Results: Dashboard Status and Percentage – 46% MEDIUM	California School Dashboard – English Learner Progress Indicator (ELPI) 50.6% making progress towards English Language proficiency
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 - 6.8% KN 0.0% 1st 0.0% 2nd 0.0% 3rd 8.7% 4th 10.9% 5th 22.8%
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 All Students (ALL) 13.92% Met or Exceeded Standard for ELA
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance - MET	Williams Textbook/Materials Compliance - 100%

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Julius Corsini Elementary will provide materials and supplies for enrichment opportunities for students to attend beyond the regular school day and during the regular school day to support instruction. Students with Disabilities and English Learners will be a targeted audience for these enrichment opportunities.	Materials, books, and supplies were purchased. Examples included Social Studies Weekly and Learning Dynamics, materials to support social/emotional learning. Additional supplies were purchased based on teacher input and needs. The District funded after-school tutoring and enrichment classes. Substitute coverage was provided for professional development and collaboration during the school day but was funded through general funds due to contractual pay raises.	Staff providing after school enrichment opportunities for students 1000-1999: Certificated Personnel Salaries LCFF 3000	Staff providing after school enrichment opportunities for students 1000-1999: Certificated Personnel Salaries LCFF 0
		Materials and supplies for enrichment 4000-4999: Books And Supplies LCFF 6000	Materials and supplies for enrichment opportunities during the regular school day. 4000-4999: Books And Supplies LCFF 11000
		Substitute coverage for Professional development and collaboration 1000-1999: Certificated Personnel Salaries Title I 5000	Substitute coverage for Professional development and collaboration 1000-1999: Certificated Personnel Salaries Title I 0
Teachers will be provided professional development opportunities to extend their knowledge of intervention efforts for students and ways to reduce chronic absenteeism. Focus for these trainings will be meeting the needs of student subgroups, including; Students with Disabilities and English Language Learners.	Teachers were provided collaboration time during the school day instead of outside contract hours. Several workshops were attended after school hours but were funded through general funds due to contractual pay raises or were funded through the district. Some collaboration and professional development that staff attended were behavioral support strategies, social/emotional learning, Kagan structures, reading intervention and best first	Extra duty for certificated for collaboration outside of contract hours 1000-1999: Certificated Personnel Salaries Title I 4906	Extra duty for certificated for collaboration outside of contract hours 1000-1999: Certificated Personnel Salaries Title I 0
		sub cost 0001-0999: Unrestricted: Locally Defined LCFF 5000	sub cost 0001-0999: Unrestricted: Locally Defined LCFF 2100

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	instruction strategies, and conceptual math. Professional development opportunities will continue for the 2023-2024 school year focusing on student engagement, best first instruction, and differentiation.		
Julius Corsini Elementary will upgrade, replace and purchase items including but not limited to: laptops/tablets, document cameras, LCD projector light bulbs, sound amplification systems, ViewSonic TVs, headphones, ink/toner for printers as needed. Julius Corsini Elementary will also purchase any other supplies needed to supplement the technology infrastructure at Julius Elementary School to support student instruction.	Technology that was purchased included headphones, printers, and connections for existing technology. We received another ViewSonic from district funds and are in the process of upgrading our library technology and MPR technology through district funds. We will continue to upgrade, replace, and purchase technology and supplies needed to supplement the technology infrastructure to support student instruction.	Technology upgrade/replacements 4000-4999: Books And Supplies LCFF 12405	Technology upgrade/replacements 4000-4999: Books And Supplies LCFF 3500
Julius Corsini Elementary will upgrade, replace and purchase items for continued intervention and guided reading supports, including but not limited to: Fountas and Pinnell (red and gold) take home books, novels and chapter books for guided reading, leveled readers, take home readers for students to practice at home. These materials are in addition to the regular curriculum and to serve as both enrichment and intervention opportunities for students.	Books were purchased to support guided reading and intervention. Reading materials will continue to be upgraded and replaced to support guided reading and continued intervention.	Purchase supplemental guided reading and intervention materials for students to practice with at home. 4000-4999: Books And Supplies Title I 4055	Purchase supplemental guided reading and intervention materials for students to practice with at home. 4000-4999: Books And Supplies Title I 0
		Purchase supplemental guided reading and intervention materials for students to practice with at home. 4000-4999: Books And Supplies LCFF 10000	Purchase supplemental guided reading and intervention materials for students to practice with at home. 4000-4999: Books And Supplies LCFF 11000

Analysis

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

Ongoing professional development opportunities (Kagan, High Impact, UDL) funded through the district have demonstrated effective support for students/staff in and out of the classroom. Student engagement has increased as measured using walk through data collection by administration. TOSA support for students/staff continues to demonstrate effective support in and out of the classroom. This support included follow up planning and instructional delivery for trainings that teachers received. STAR data shows students up 6.1 percentage points in Math and 3.5 percentage points in English Language Arts from fall to winter. Even though students showed gains, we need to continue to increase these gains to close the gaps. The district provided Reading Intervention Teachers for students who were behind academically. Student gains were made as measured through STAR assessments and program assessments. STAR data shows that our students in grades TK-2nd made gains from 18.1% proficiency level in the fall 2022 to 27% proficiency level in the winter.

Materials, books, and supplies were purchased. Examples included Social Studies Weekly and Learning Dynamics, materials to support social/emotional learning. Additional supplies were purchased based on teacher input and needs. District funded after-school tutoring and enrichment classes. Substitute coverage was provided for professional development and collaboration during the school day but was funded through general funds due to contractual pay raises.

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

Money not used for technology upgrades or extra duty was reallocated to provide materials for students. Other materials and supplies were funded or split funded with general funds due to contractual pay raises. Professional development was held during contractual hours or through district funded opportunities.

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.

For the 2023-2024 school year, actions will continue to be targeted to help close the achievement gap of students. More supports will be put in place to differentiate reading and math instruction in the classroom with support given to the teacher. Release time will be given to teachers to analyze data, collaborate and plan instruction and instructional strategies, as well as follow up support. Students with Disabilities student group will be a focus during our planning to help close the gaps as this area is in need. Opportunities for staff professional development will continue. The building of reading and math materials will continue to help support student reading growth.

Annual Review and Update

SPSA Year Reviewed: 2022-23

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 - 58 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% Elementary School Students (ES) 98% English Learner (EL) 99% Hispanic (Hisp) 99% African American (AA) 99%	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - 88% Hispanic (Hisp) 91% 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% English Learner (EL) 95% Hispanic (Hisp) 96% African American (AA) 100%	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 88% Hispanic (Hisp) 87% 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 - 140

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Make available Parent Nights, 24/7 Technology Parent Information Night, Make-and-Take ELA/Math Nights, and Family Game Night to provide parents with tools to support their children at home in fun learning activities. Materials for the event to support parent involvement in student learning. Parent activities also include online forums, including;Home&School Connection Newsletter and other online supports for parents.	This action was funded through general funds due to contractual pay raises or it was of no cost.	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 0
		Materials and online supports for Parent Engagement Activities 4000-4999: Books And Supplies Title I Part A: Parent Involvement 1640	Materials and online supports for Parent Engagement Activities 4000-4999: Books And Supplies Title I Part A: Parent Involvement 0
		Extra duty- working beyond the school day to support parents outreach 2000-2999: Classified Personnel Salaries Title I 1500	Extra duty- working beyond the school day to support parents outreach 2000-2999: Classified Personnel Salaries Title I 0
		Bilingual Support - Extra duty Fringes 3000-3999: Employee Benefits Title I 550	Bilingual Support - Extra duty Fringes 3000-3999: Employee Benefits Title I 0
JCES will organize our annual College and Career day for 4th and 5th grade students. Students from DHSHS academies will be invited to promote HS graduation and future planning. Local community members and high educations facilities such as DHS police officers, electricians, doctors, COD will also attend.	A Career Day was held with minimal expenses that were funded through general funds.	Assemblies and speakers for College/Career Day 4000-4999: Books And Supplies LCFF 2000	Assemblies and speakers for College/Career Day 4000-4999: Books And Supplies LCFF 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Trimester awards students and classes with attendance rates 96% or above. Students identified as Chronic Attendance concerns will be pulled monthly and given awards for improvement each month. End of the year awards given to students with 10% improvement overall. School will order materials and supplies as needed. Students will be recognized as Student of the Week, Daily HERO, and weekly PBIS Positive reinforcement awards.	Awards for attendance and academics were used	Awards for attendance and academics 4000-4999: Books And Supplies LCFF 2000	Awards for attendance and academics 4000-4999: Books And Supplies LCFF 2000

Analysis

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

Overall the actions aligned to this goal were successful but not as much funding was needed as the strategies we used did not need funding. Intramural sports held after school were heavily attended by families, as well as Back to School Night and Parent Teacher conferences. Our FACES specialist reached out to families and had alloted times for support and activities for families on site throughout the day. Career Day was held with different career/community members presenting to students during the school day. Supplies were donated by the presenters and any other expenses were funded through general funds. Monthly awards were held with student lunches that were set up through the district kitchen. Trimester awards assemblies and performances were held during the school day where families attended. Students worked hard and expressed how they were working toward achieving awards to highlight their successes. Walk to School Day was held before school and items were donated by a community group. Attendance will continue to be a focus as chronic absenteeism is very high at 54% The site will move to a more defined attendance plan to address chronic absenteeism. This will be reflected in goal 3.

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

Not as much funding was needed as some donations were made, events were held during school hours, or events after hours did not have a cost. Awards for academics and student growth and successes will continue.

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.

For the 2023-2024 school year, funds will be allocated for parent meetings that include Student Study Teams and IEP meetings to address academic and behavioral progress. Extra duty will continue to be funded but with a focus on reading, or science night to help parents support students at home.

Annual Review and Update

SPSA Year Reviewed: 2022-23

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

Student Attendance Rates
All Students (ALL)

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

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

Expected Outcomes

Student Attendance Rates
All Students (ALL) - 96%

St. Group	Color	DFS/Percentage	Change
All	Yellow	17.7	Decline -4
EL	Yellow	12.5	Decline -4
Hisp	Yellow	17.5	Decline -4
AA	Yellow	31.1	Decline -3
SED	Yellow	18.9	Decline -3
SWD	Orange	29.9	Decline -3

St. Group	Color	DFS/Percentage	Change
All	Yellow	.8	Maintain -0.5
EL	Blue	0.5	Maintain +/-0.3
Hisp	Yellow	0.5	Maintain +/-0.3
AA	Yellow	0.5	Maintain +/-0.3
SED	Yellow	0.5	Maintain +/-0.3

Actual Outcomes

Student Attendance Rates
All Students (ALL) - 92%

Chronic Absenteeism Rates
All Students (ALL)) 54.5
English Learner (EL) 46.2
Hispanic (Hisp) 53.6
African American (AA) 63.6
Socioeconomically Disadvantaged (SED) 54.7
Students with Disabilities (SWD) 56.5

Suspension Rates:
All Students (ALL) 1.1
English Learner (EL) 1.5
Hispanic (Hisp) 1.1
African American (AA) 0
Socioeconomically Disadvantaged (SED) 1.1
Students with Disabilities (SWD) 2.8

Metric/Indicator	Expected Outcomes	Actual Outcomes
	SWD | Yellow | 0.5 | Maintain +/- 0.3	
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Expulsion Rates- 0 All Students (ALL) - 0 English Learner (EL) - 0 Hispanic (Hisp) - 0 African American (AA) - 0	Expulsion Rates - 0 All Students (ALL) - 0 English Learner (EL)- 0 Hispanic (Hisp)- 0 African American (AA)- 0
Panorama Survey – School Connectedness All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey - School Connectedness All Students (ALL) - 78% English Learner (EL) -78% Hispanic (Hisp) - 67% African American (AA) - 78%	Panorama Survey - School Connectedness All students - 65% EL - 77% AA - 57% Hisp - 67%
Panorama Survey – School Safety All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey – School Safety All Students (ALL) - 60% English Learner (EL) - 58% Hispanic (Hisp) - 60% African American (AA) - 59%	Panorama Survey - School Safety All students (ALL): 51% English Learner (EL) -58% Hispanic (Hisp) - 54% African American (AA) - 47%
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 for the 2021/2022 school year. This multi-tiered system of support includes	Materials and supplies were purchased to provide support for PBIS and appropriate and positive student behaviors. Posters and displays were purchased to	Materials & Supplies 4000-4999: Books And Supplies LCFF 8000	Materials & Supplies 4000-4999: Books And Supplies LCFF 5800

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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. Incentive Field trips will be scheduled to promote CORE Values of PBIS Assemblies that promote PBIS, Kindness, and Safe Schools will presented to students of Julius Corsini throughout the school year.	support a positive and safe school environment. Assemblies, which included Coach Wooden's Pyramid of Success, did not have a cost.	Speakers/Consultants 5800: Professional/Consulting Services And Operating Expenditures LCFF 2000 Materials and supplies 4000-4999: Books And Supplies Title I 2500	Speakers/Consultants 5800: Professional/Consulting Services And Operating Expenditures LCFF 0 Materials and supplies 4000-4999: Books And Supplies Title I 0
To provide Mental Health services 2.5 days per week to the students of JCES who are struggling academically for various reasons. To contract with a licensed clinical therapist with one other PSUSD schools within the DHS community to provide therapy services to students and families of Julius Corsini. Certificated Salary for 2.5 days/week.	Mental Health services were provided to students who are struggling academically, socially, or emotionally. The therapist also worked with families of the students being served. The Mental Health service was on site 2.5 days per week.	Therapist to work with Tier II/III students and their families 2000-2999: Classified Personnel Salaries Title I 68501	Therapist to work with Tier II/III students and their families 2000-2999: Classified Personnel Salaries Title I 76000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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, support implementation of PBIS Program.	Behavioral and social emotional support was provided to students throughout the day.	Behavior Para (.6152 FTE) to support continued implementation of PBIS Tier 2 structures. 2000-2999: Classified Personnel Salaries LCFF 35878	Behavior Para (.6152 FTE) to support continued implementation of PBIS Tier 2 structures. 2000-2999: Classified Personnel Salaries LCFF 35000
Continue implementation of recess support staff (supervision aides) to support safe and 'bully free' school.	Supervision aides were funded in addition to the allotted district allocation.	Supervision Aide Salaries 2000-2999: Classified Personnel Salaries LCFF 47840	Supervision Aide Salaries 2000-2999: Classified Personnel Salaries LCFF 37500

Analysis

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

Social emotional and behavioral support was given throughout the day. Although office referrals were up, referrals began to decrease later in the year. Support was given in classrooms, on the playground, and during class for breaks from our behavior para. Mental Health services were provided and a check in check out system was implemented for additional support for students not being seen by the Mental Health therapist. Additional supervision aides hours were provided as planned although we did have some absences of staff.

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

Materials and supplies were purchased to provide support for PBIS and appropriate and positive student behaviors. Posters and displays were purchased to support a positive and safe school environment. Assemblies, which included Coach Wooden's Pyramid of Success, did not have a cost.

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.

Chronic Absenteeism will be addressed in goal 3. This is a targeted focus and the site will have a more defined attendance plan. Mental Health services, Behavior ParaEducator, and Supervision Aides will continue to be funded. Capturing Kids Hearts training and coaching that includes experiential training and expert coaching of a research-based process to improve school performance and safety which includes a character-based curriculum for students (including personalized support) that will allow teams to build meaningful, productive relationships with every student and colleague. The pilot program and salaries to be paid by district funds.

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

1. Students with Disabilities have a deficit of 72.3 points in English Language Arts and 53.1 points in math when compared to their general education peers.
2. Overall, we are 77.4 points below distance from met in ELA. Our STAR reading data shows an overall increase from 20.1% proficiency at the fall benchmark to 27.9% proficiency at the winter benchmark. This is up 3.5 percentage points from winter 2021-2022 but still in need of improvement.
3. Overall, we are 88.4 points below distance from met in Math. Our STAR math data shows an overall increase from 30.2% proficiency at the fall benchmark to 32.6% proficiency at the winter benchmark. This is up 6.1 percentage points from winter 2021-2022 but still in need of improvement.

Measuring and Reporting Results

Metric/Indicator

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	Very Low	77.4 points below standard	
EL		79.6 points below standard	

Expected Outcome

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

Metric/Indicator	Baseline	Expected Outcome

	Very Low		
Hisp	Very Low	84.8 points below standard	
AA	No Performance Level	47.0 points below standard	
SED	Very Low	78.4 points below standard	
SWD	Very Low	149.7 points below standard	

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

St. Group	Color	DFS/Percentage	Change
All	Low	88.4 points below standard	
EL	Low	93.3 points below standard	

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
SWD	orange	121.5	Increase +20

Metric/Indicator	Baseline	Expected Outcome
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)	California School Dashboard - English Learner Progress Indicator (ELPI)ELPAC Baseline Results: Dashboard Status and Percentage – 42.3% LOW	California School Dashboard - English Learner Progress Indicator (ELPI)ELPAC Baseline Results: Dashboard Status and Percentage – 46% MEDIUM
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%	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate: Julius Corsini Elementary: 20%

Metric/Indicator	Baseline	Expected Outcome
	California: 13.8%	
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

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.

Students to be Served by this Strategy/Activity

- X English Learner
- X Students with Disabilities
- X All

Timeline

7/1/2023-6/30/2024

Person(s) Responsible

Administrators, Teachers, TOSA

Proposed Expenditures for this Strategy/Activity

Amount	8000
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
Amount	1000
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Certificated stipends/extra duty for vertical team collaboration
Amount	17712
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Provide professional development and collaboration teachers - stipends for extra duty to plan/implement effective instructional strategies targeting areas for student growth.
Amount	5000
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Provide professional development and collaboration teachers - stipends for extra duty to plan/implement effective instructional strategies targeting areas for student growth.

Strategy/Activity 2

Teachers will be provided opportunities for professional development and/or attending conferences to support best first instruction in ELA, Math, ELD, and Science

Students to be Served by this Strategy/Activity

X All

Timeline

7/1/2023-6/30/2024

Person(s) Responsible

Administration and Teachers

Proposed Expenditures for this Strategy/Activity

Amount	4000
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)

Strategy/Activity 3

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.

Students to be Served by this Strategy/Activity

X All

Timeline

7/1/2023- 6/30/2024

Person(s) Responsible

Administration, Teachers, TOSA

Proposed Expenditures for this Strategy/Activity

Amount	15000
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, and science for instructional rigor

Amount	2053
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Supplies for ELA & Math, math work stations, Learning Dynamics, etc.

Strategy/Activity 4

Supplemental Instructional and Technology Supplies: subscriptions, online e-subscriptions and software licenses to increase rigor and 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

Students to be Served by this Strategy/Activity

X All

Timeline

7/1/2023- 6/30/2024

Person(s) Responsible

Administration, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	2010
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Supplemental instructional materials, including online e-subscriptions and software licenses

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. Parent Participation Baseline, number of parents participating in Panorama Survey, 58 (14% of families).
2. Parent workshop nights (Literacy night, math night) to help families support students at home
3. Family Climate of Support for Academic Learning results indicate an 88% response by parents. Increased opportunities for partnerships with parents to support students academics, social emotional, and behavioral success is a focus.
4. The daily attendance rate increased from 81.6% last year (April 2022) at this time to 85.1% (April 2023) and chronic absenteeism rates dropped from 77.8% last year (April 2022) at this time to 61.8%. Although there has been improvement, data shows our daily attendance and chronic absenteeism needs improvement.

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes - 58 surveys	Parent Participation in Stakeholder Input Processes - 175 surveys
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - 88% Hispanic (Hisp) 91% African American (AA) 100%	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - 98% Hispanic (Hisp) 99% African American (AA) 100%

Metric/Indicator	Baseline	Expected Outcome
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) - 88% Hispanic (Hisp) 87% African American (AA) 100%	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 97% 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 - 140	Number of Parent Attendees attending 1 or more site/parent center sponsored events - 160

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.

Students to be Served by this Strategy/Activity

X All

Timeline

7/1/2023-6/30/2024

Person(s) Responsible

Administration
Staff
FACES

Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	Title I

Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra duty- working beyond the school day to support parents outreach
Amount	255
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Extra duty - Fringes
Amount	1826
Source	Title I Part A: Parent Involvement
Budget Reference	4000-4999: Books And Supplies
Description	Materials and online supports for Parent Engagement Activities
Amount	1000
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Extra duty- working beyond the school day to support parents outreach
Amount	300
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	Extra duty Fringes

Strategy/Activity 2

JCES 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.

Students to be Served by this Strategy/Activity

X All

Timeline

7/1/2023-6/30/2024

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

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.

Students to be Served by this Strategy/Activity

X All

X Specific Student Groups:
Students with chronic absenteeism

Timeline

7/1/2023-6/30/2024

Person(s) Responsible

Administrator
Staff
Counselor
Resource Teacher
FACES
IEP Specialist

Proposed Expenditures for this Strategy/Activity

Amount	11025
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitute teachers will be provided for teachers in order to attend parent meetings to discuss student progress and success support plans

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

1. The daily attendance rate increased from 81.6% last year (April 2022) at this time to 85.1% (April 2023) and chronic absenteeism rates dropped from 77.8% last year (April 2022) at this time to 61.8%. Although there has been improvement, data shows our daily attendance and chronic absenteeism needs improvement.
2. Panorama Survey shows 51% of students responding affirmatively to campus safety. This is a focus area to be increased.
3. Panorama Survey shows 65% of students feel connected to someone on campus. This is a focus area to be increased.
4. The daily attendance rate increased from 81.6% last year (April 2022) at this time to 85.1% (April 2023) and chronic absenteeism rates dropped from 77.8% last year (April 2022) at this time to 61.8%. Although there has been improvement, data shows our daily attendance and chronic absenteeism needs improvement.

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome
Student Attendance Rates All Students (ALL)	Student Attendance Rates All Students (ALL) - 92%	Student Attendance Rates All Students (ALL) - 96%

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

St. Group	Color	DFS/Percentage	Change
All		54.5	Very High

St. Group	Color	DFS/Percentage	Change
All	Yellow	50.5	Increase +4

Metric/Indicator	Baseline	Expected Outcome
Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)		

EL		46.2	Very High
Hisp		53.6	Very High
AA		63.6	Very High
SED		54.7	Very High
SWD		56.5	Very High

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

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

St. Group	Color	DFS/Percentage	Change
All		1.1	Medium
EL		1.5	Medium
Hisp		1.1	Medium
AA		0	Very Low
SED		1.1	Medium
SWD		2.8	Medium

St. Group	Color	DFS/Percentage	Change
All	Green	1.1	Maintain 0
EL	Yellow	1.5	Maintain 0
Hisp	Green	1	Maintain 0
AA	Blue	0	Maintain 0
SED	Blue	0	Maintain 0
SWD	Blue	0	Maintain 0

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 - 65%
EL - 77%
AA - 57%
Hisp - 67%

Panorama Survey - School Connectedness
All Students (ALL) - 78%
English Learner (EL) -80%
Hispanic (Hisp) - 67%
African American (AA) - 78%

Panorama Survey – School Safety

Panorama Survey - School Safety

Panorama Survey – School Safety

Metric/Indicator	Baseline	Expected Outcome
All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	All students (ALL): 51% English Learner (EL) -58% Hispanic (Hisp) - 54% African American (AA) - 47%	All Students (ALL) - 60% English Learner (EL) - 65% Hispanic (Hisp) - 60% African American (AA) - 60%
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 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.

Students to be Served by this Strategy/Activity

X All

Timeline

7/1/2023-6/30/2024

Person(s) Responsible

Administration
Counselor
PBIS Tier 1 Team
JCES Teachers
JCES Support Staff

Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Materials & Supplies

Strategy/Activity 2

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.

Students to be Served by this Strategy/Activity

X Students with Disabilities

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

Timeline

7/1/2023-6/30/2024

Person(s) Responsible

Administrator
JCES Support Staff

Proposed Expenditures for this Strategy/Activity

Amount	53900
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Therapist to work with Tier II/III students and their families
Amount	22600
Source	Title I

Budget Reference	3000-3999: Employee Benefits
Description	Therapist fringes

Strategy/Activity 3

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.

Students to be Served by this Strategy/Activity

X Foster Youth

X Students with Disabilities

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

Timeline

7/1/2023- 6/30/2024

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Amount	28,600
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Behavior Para (.6152 FTE) to support continued implementation of PBIS Tier 2 structures.
Amount	11,400
Source	LCFF

Budget Reference	3000-3999: Employee Benefits
Description	Classified Benefits

Strategy/Activity 4

Continue implementation of recess support staff (supervision aides) to support safe and 'bully free' school.

Students to be Served by this Strategy/Activity

X All

Timeline

7/1/2023- 6/30/2024

Person(s) Responsible

Administration
JCES Support Staff

Proposed Expenditures for this Strategy/Activity

Amount	46,600
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Supervision Aide Salaries
Amount	16,300
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	Classified Benefits
Amount	500
Source	LCFF

Budget Reference	3000-3999: Employee Benefits
Description	Supervision Aides -extra duty (salary & fringes)

Strategy/Activity 5

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.

Students to be Served by this Strategy/Activity

- X English Learner
- X Students with Disabilities
- X Specific Student Groups:
  Chronically absentee students; African American, SWD, White

Timeline

7/1/2023- 6/30/2024

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.

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

Students to be Served by this Strategy/Activity

X All

Timeline

7/1/2023- 6/30/2024

Person(s) Responsible

Adminstration
All Staff

Proposed Expenditures for this Strategy/Activity

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

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, 2023 - June 30, 2024	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, 2023 - June 30, 2024	Provide a dedicated Reading Intervention Teacher, an instructional aide, and intervention instructional materials to support student skill development in reading across grades TK-2	205,062	LCFF
Technology Teacher on Special Assignment (TOSA)	July 1, 2023 - June 30, 2024	Support students and staff with the integration of technology into instruction	6,083	Title II
Primary Reading Intervention Teacher - 1.0 FTE	July 1, 2023 - June 30, 2024	Provide targeted interventions and supports to students below grade level in grades K-3.	153,276	Title I

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, 2023 - June 30, 2024	Parenting Classes on effective strategies and structures. Parent/community engagement events	1,851	Title I

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, 2023 - June 30, 2024	Training, substitutes and accompanying books and materials	3,703	Title IV
Youth Mental Health First Aid Training	July 1, 2023 - June 30, 2024	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	$104,346
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$251,881.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	102,520	0.00
Title I Part A: Parent Involvement	1,826	0.00
LCFF	147,535	0.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
Title I	$102,520.00
Title I Part A: Parent Involvement	$1,826.00

Subtotal of additional federal funds included for this school: $104,346.00

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	$147,535.00

Subtotal of state or local funds included for this school: $147,535.00

Total of federal, state, and/or local funds for this school: $251,881.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF	147,535.00
Title I	102,520.00
Title I Part A: Parent Involvement	1,826.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	38,737.00
2000-2999: Classified Personnel Salaries	130,100.00
3000-3999: Employee Benefits	56,355.00
4000-4999: Books And Supplies	20,679.00
5000-5999: Services And Other Operating Expenditures	2,010.00
5800: Professional/Consulting Services And Operating Expenditures	4,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	LCFF	20,025.00
2000-2999: Classified Personnel Salaries	LCFF	76,200.00
3000-3999: Employee Benefits	LCFF	28,500.00
4000-4999: Books And Supplies	LCFF	16,800.00
5000-5999: Services And Other Operating Expenditures	LCFF	2,010.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	4,000.00
1000-1999: Certificated Personnel Salaries	Title I	18,712.00
2000-2999: Classified Personnel Salaries	Title I	53,900.00
3000-3999: Employee Benefits	Title I	27,855.00
4000-4999: Books And Supplies	Title I	2,053.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1,826.00

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			
Candice Garcia				X	
Yasuko Smith				X	
Jenifer Olivas				X	
Mirna Torres				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
	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 26, 2023.

Attested:

	Principal, Betsy Gomez on 10/31/23
	SSC Chairperson, Kathryn Sloan on 10/31/23

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?*
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.			
Teachers will be provided opportunities for professional development and/or attending conferences to support best first instruction in ELA, Math, ELD, and Science			
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.			
Supplemental Instructional and Technology Supplies: subscriptions, online e-subscriptions and software licenses to increase rigor and 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			

Goal #2:

JCES will increase parent engagement

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?*
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.			
JCES 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.			
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.			

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 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.			
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.			
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.			
Continue implementation of recess support staff (supervision aides) to support safe and 'bully free' school.			
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.			
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			