



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	Elizabeth Gomez
District Name	Palm Springs Unified School District
SPSA Revision Date	7/1/2026-6/30/2027
Schoolsite Council (SSC) Approval Date	March 19, 2026
Local Board Approval Date	June 23, 2026

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. 97.6% of our students receive free and/or reduced lunch and 30.3% of our students are designated as English Language Learners. Julius Corsini will remain on a 2-1-2 weekly calendar this school year. This means that every Wednesday, the students will be released early so that administration and teachers can attend professional development opportunities, student data meetings, grade-level collaboration, and faculty meetings. The time set aside every Wednesday will be from 12:30 p.m. until 2:30 p.m.

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

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

For the 2026-2027 school year, Julius Corsini will be aligned with the Palm Springs Unified School District's Local Control Accountability Plan (LCAP). The LCAP describes how the district intends to meet annual goals for all pupils, the specific activities to address state and locally identified priorities. Areas of focus for the purpose of increasing proficiency levels for all students will include:

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

School-wide programs include:

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

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

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

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

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

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

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

Purpose and Description

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

☒ Schoolwide Program

☒ Targeted Support and Improvement

Student groups identified: TSI status for African American Student Group

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

This SPSA was created with significant stakeholder input and evaluation of current goals/actions over the course of the 2025–2026 school year by members of the School Site Council (SSC), English Learner Advisory Committee (ELAC),

school leadership team, as well as input from other staff, students, and community members. A continued focus across all stakeholder groups was placed on increasing attendance and increasing support for English Learners (ELs).

School Site Council (SSC) Involvement:

School Site Council met on the following dates to review the current SPSA and discuss modifications and future actions used in creating the updated SPSA:

School Site Council Election Process (Fall 2025):

Staff and parent/community nominations were conducted through Google Forms and ParentSquare from August 17, 2025 through August 29, 2025. Voting took place electronically from September 1, 2025 through September 12, 2025, with results shared with stakeholders.

8/17–8/29/25 – SSC Nominations (Parent/Community and Staff openings)

9/1–9/12/25 – SSC Elections (electronic voting and results shared)

SSC Meeting Dates and Focus Areas:

9/17/25 – SSC #1: Introduction and district training of SSC

9/23/25 – SSC #2: Election of SSC officers; review of Title I Parent & Family Engagement Policy, Home-School Compact, Uniform Complaint Procedures, SSC Bylaws, attendance plan, Safe School Plan; review of beginning-of-year data including attendance, academics, and student groups; review and approval of Fall SPSA revisions, including additional Title I and LCFF allocations

2/10/26 – SSC #3: Review of mid-year data including attendance trends, academic progress, and EL data; SPSA monitoring; budget updates; and input on Spring SPSA revisions-The school has been identified for Targeted Support and Improvement (TSI) due to the performance of the African American student group.

3/19/26 – SSC #4: Equity Multiplier input; continued SPSA monitoring - TSI - identified African American student group as an area of need.; safety plan review; and ongoing stakeholder input with emphasis on improving attendance and increasing support for EL students, approval of SPSA 2026-27

5/7/26-Spring 2026 (Final SSC Meeting): Review of needs assessment, budget, TSI, Equity Multiplier, ELAC recommendations, and School Parent Compact Template-Revise/update

Based on the evaluation of the implementation and effectiveness of SPSA actions, review of the California School Dashboard, district benchmarks, and Panorama survey results, the SSC identified key actions to continue and refine in the upcoming SPSA. These include a continued focus on increasing attendance, strengthening Tier 1 instruction, expanding intervention supports, increasing support for English Learners, maintaining behavior and mental health supports, providing professional development in reading, writing, and math, and ensuring ongoing PLC collaboration.

English Learner Advisory Committee (ELAC) Involvement

ELAC provided input through the following meetings:

9/22/25 – ELAC #1: ELAC elections, training, attendance discussion, and SPSA input

2/3/26 – ELAC #2: Review of school data (attendance, academics, EL progress), reclassification criteria, EL needs assessment, and SPSA input (no further input was given to report to SSC)

5/5/26 – ELAC #3/4: Finalization of ELAC input, budget review, Equity Multiplier input, School Parent Compact Template, and TSI input

ELAC reviewed student data including attendance trends, academic performance, and English Learner progress. Based on this review, ELAC noted progress and recommended continued focus on the following:

- Increasing attendance and educating parents on the importance of consistent school attendance
- Increasing support for English Learners, including academic and language development supports
- Continued paraprofessional support and translation services
- Supporting families with strategies to assist students at home and better understand academic expectations
- Equity Multiplier and TSI Input

Equity Multiplier discussions were held with staff, leadership team, SSC, and ELAC to identify priority needs and actions to support student groups requiring additional support, with a focus on attendance improvement and increasing support for EL students.

Targeted Support and Improvement (TSI) meetings were conducted with staff and leadership to review student group data (including EL, African American, and Hispanic student groups), identify areas of need, and develop targeted actions to improve ELA, math, attendance, suspension rates, and English Learner progress.

Leadership Team and Staff Involvement

The Leadership Team met monthly to review student data, monitor SPSA implementation, and provide input on revisions. Needs assessments were conducted throughout the year (fall, winter, and spring), with a strong emphasis on identifying strategies to increase attendance and increase support for English Learners. Input also focused on instructional resources, intervention supports, professional development, student engagement strategies, and family support systems.

Needs Assessment Input

Needs Assessment input included:

- More Math Intervention Resources
- More Reading Intervention
- Math Computer Program
- Continuation of full-time FACES/Community Liaison
- Second Behavior Paraprofessional
- More EL Support
- Special Education Resources
- ELL Parent/Student Supports
- Math Curriculum Revision
- Additional Math/ELA training
- Benchmark Diagnostic for math
- Cross-curricular planning support for instruction
- Continues focus on more school-wide and class-wide incentives for absenteeism
- After school tutoring using research-based strategies for ELs

This collaborative process ensured that the SPSA reflects a comprehensive review of data, stakeholder input, and continuous improvement practices aligned to student needs, with a clear focus on increasing attendance and increasing support for English Learners.

Resource Inequities

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

Through our updated needs assessment, we have identified continued and emerging resource inequities among several student groups, specifically within ELA, Math, Chronic Absenteeism, Suspension Rate, and English Learner Progress Indicator (ELPI). The most recent California School Dashboard and local data highlight persistent gaps in academic achievement and student engagement, while also demonstrating areas of positive growth.

Julius Corsini Elementary is currently identified for Targeted Support and Improvement (TSI), with African American students identified as the focus student group due to persistent inequities across multiple indicators.

Our All Students group continues to perform below standard; however, there are notable improvements:

ELA: 73.9 points below standard (increased 12.8 points)

Math: 100.3 points below standard (declined 3.4 points)

Chronic Absenteeism: 47.2% (declined 6.5 points)

Suspension Rate: 1.3% (declined 1.7%)

ELA Growth: 82.1% of students improved their scores

Math Growth: 78.1% of students improved their scores

These data points reflect strong growth trends in ELA and overall student progress, even as students remain below standard.

Local STAR data (2025–2026) also shows areas of improvement alongside continued need:

-STAR Reading: Increased from approximately 28.5% to 30.3% at/above benchmark from fall to winter, with a decrease in urgent intervention levels

-STAR Math: Slight increase in at/above benchmark from approximately 21.5% to 22.9%, with stable growth across performance bands

-STAR Early Literacy: Growth in students at/above benchmark from approximately 25.3% to 35.9%, indicating improvement in foundational literacy skills

These gains demonstrate that instructional focus on small group instruction, foundational literacy, and PLC collaboration is positively impacting student growth, though continued effort is needed to accelerate proficiency.

Disaggregated data reveals continued inequities, even as some groups show improvement:

-African American students (TSI):

ELA: 60.4 points below standard (declined 11.7 points)

Math: 69.9 points below standard (declined 32.3 points)

Chronic Absenteeism: 66.7% (increased 4.4 points)

Suspension Rate: 2.7% (declined 4.1%)

-English Learners:

ELA: 105.4 points below standard (increased 9.1 points)

Math: 118.5 points below standard (increased 7.5 points)

Chronic Absenteeism: 41.1% (declined 2.3 points)

ELPI: 34.3% making progress (declined 10.9%)

-Hispanic students:

ELA: 81.9 points below standard (increased 12.0 points)

Chronic Absenteeism: 44.2% (declined 8.1 points)

-Students with Disabilities:

ELA: 122.7 points below standard (increased 17.5 points)

Math: 112.9 points below standard (increased 61.5 points)

Chronic Absenteeism: 55.8% (declined 4.8 points)

Local data further reinforces both progress and need. Local data indicates chronic absenteeism has improved to 36% as of April 2026, reflecting a decrease of approximately 10 percentage points from the prior year.

Identified Needs

This data highlights an urgent need to:

- Continue accelerating academic growth into proficiency, particularly in Math
- Increase support for African American students (TSI), English Learners, and Students with Disabilities
- Continue increasing the percentage of students meeting benchmark on STAR Reading and Math
- Sustain and expand positive attendance improvements
- Strengthen English Learner progress (ELPI)
- Maintain and build upon reductions in suspension rates

Actions to Address Resource Inequities (2026–2027 SPSA)

Goal 1: Addressing Academic Resource Inequities

We will address these inequities through the following actions:

- The Academic Coach will support teachers in implementing differentiated instruction, building on current growth trends
- The Literacy Coach will continue supporting data analysis, small group instruction, and foundational literacy aligned to STAR and DIBELS growth
- Additional math professional development and implementation of a research-based math program to accelerate math growth and proficiency
- Professional development focused on strengthening Tier 1 instruction to move students from growth to proficiency
- Expanded intervention programs for students identified through STAR and other assessments
- Continued implementation of Solution Tree PLCs to monitor growth trends and refine instruction (refer to PSUSD LCAP Goal 6)
- Provide additional collaboration time and materials to support targeted subgroup needs

Goal 3: Addressing Chronic Absenteeism and School Climate

We will address inequities in attendance and engagement through:

- Continued implementation of tiered attendance supports, including SART/SARB processes and early intervention
- Increased family outreach and engagement through the counselor and Community Liaison (refer to PSUSD LCAP Goal 6)

- Ongoing monitoring of attendance data and targeted interventions for high-need student groups, particularly African American students
- Schoolwide incentives and recognition systems to promote improved attendance
- Continued focus on positive school climate and behavior supports, including partial funding of a behavior paraprofessional (refer to PSUSD LCAP Goal 6)

Addressing Resource Inequities Moving Forward (2026–2027)

To ensure equitable access to resources and supports, the 2026–2027 SPSA will prioritize:

- Equitable allocation of staffing and resources, including intervention teachers, paraprofessionals, and counseling support
- Increased support for English Learners, including designated and integrated ELD, language development strategies, and family engagement
- Targeted academic interventions aligned to student data for identified subgroups, especially African American students (TSI)
- Expanded access to high-quality Tier 1 instruction, supported through coaching, PLCs, and professional development
- Strengthened family and community partnerships to address barriers to attendance and engagement
- Ongoing progress monitoring using STAR, DIBELS, SBAC, and local data to adjust supports in real time

Ongoing Commitments

We will maintain focus on:

- Data-driven instruction and intervention
- Increased attendance and engagement
- Increased support for English Learners and targeted student groups
- Professional development aligned to student needs
- Continuous improvement through stakeholder input and data analysis

This comprehensive approach ensures that resource inequities are directly addressed through targeted actions, aligned supports, and continuous monitoring to improve outcomes for all students, with a focused emphasis on African American students as our identified TSI group.

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

Needs Assessment – Review of Performance Reflections: Success

A review of the California School Dashboard and local data indicates several areas of growth and progress for Julius Corsini Elementary. While continued work remains, the school has demonstrated meaningful improvement in key areas for both the All Students group and specific student groups, including English Learners, African American students, and socioeconomically disadvantaged students.

Highlights of Schoolwide Progress

1. Growth in Student Academic Progress (Dashboard & STAR Data)

Significant growth is evident in both state and local measures, demonstrating that instructional shifts and targeted supports are positively impacting student learning:

- ELA Dashboard: Increased by +12.8 points overall
- ELA Growth Indicator: 82.1% of students improved their scores, reflecting accelerated growth
- Math Growth Indicator: 78.1% of students improved, demonstrating continued academic progress

Local STAR Data (2025–2026):

- STAR Reading: Increased from approximately 28.9% to 30.3% at/above benchmark from fall to winter, with a decrease in urgent intervention levels
- STAR Math: Increased from approximately 21.5% to 22.9% at/above benchmark, showing steady growth
- STAR Early Literacy: Increased from approximately 25.3% to 35.9% at/above benchmark, reflecting strong gains in foundational literacy

Additionally, DIBELS data (Beginning of Year to Middle of Year) shows a decrease in students at intensive risk levels and an increase in students moving toward benchmark, particularly in early grades, indicating improved foundational reading skills.

These trends highlight the impact of small group instruction, structured literacy practices, and PLC collaboration on student growth.

Targeted Group Success

-English Learners (EL):

- ELA increased by +9.1 points
- Chronic absenteeism decreased by 2.3 points
- Suspension rate remains low at 0.7%

-Hispanic Students:

- ELA increased by +12.0 points
- Chronic absenteeism decreased by 8.1 points

-Students with Disabilities:

- ELA increased by +17.5 points
- Chronic absenteeism decreased by 4.8 points

These improvements demonstrate that targeted interventions and differentiated supports are positively impacting student achievement across key subgroups.

2. Decrease in Chronic Absenteeism

Chronic absenteeism has improved to 47.2%, representing a 6.5 percentage point decrease from the prior year.

Local data reflects even greater improvement, with chronic absenteeism at approximately 36% as of April 2026, a decrease of about 10 percentage points.

Subgroup improvements include:

- Hispanic students: decreased by 8.1 points
- Students with Disabilities: decreased by 4.8 points
- White students: decreased by 5.1 points

These gains reflect strengthened attendance systems, targeted outreach, and increased family engagement.

3. Reduced Suspension Rate

The suspension rate is currently 1.3%, reflecting a 1.7 percentage point decrease from the previous year.

Subgroup improvements include:

- African American students: decreased by 4.1%
- Students with Disabilities: decreased by 0.7%

This continued reduction highlights the effectiveness of proactive behavior supports and a focus on maintaining a positive and safe school environment.

School Climate and Engagement

Student survey data reflects a positive school environment that supports learning and engagement:

- 79% positive response for academic support
- 76% for rules and discipline
- 66% sense of belonging

Family survey data (limited responses) indicates strong satisfaction, with 92–100% positive responses in areas such as safety, communication, and academic support.

These results indicate that students feel supported and that the school is fostering a safe, inclusive environment conducive to learning.

Sustaining and Building on These Gains

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

- Strengthen Tier 1 instruction through PLC collaboration and data-driven practices
- Continue targeted small-group instruction and intervention, particularly for English Learners, African American students, and Students with Disabilities
- Expand foundational literacy practices aligned to DIBELS data and the Science of Reading
- Increase focus on math instruction and professional development to accelerate achievement
- Continue attendance improvement efforts through family outreach and incentives

-Maintain a positive school climate through proactive behavior supports

Fall 2026 Reflection

Local and state data demonstrate meaningful progress in student growth, attendance, and school climate. While overall proficiency remains an area of need, the high percentage of students demonstrating growth, improvements in early literacy, and reductions in absenteeism and suspensions indicate that current strategies are effective.

Continued focus on high-quality instruction, targeted interventions, increased attendance, and support for English Learners and identified student groups will be essential to sustaining and accelerating this progress in the 2026–2027 school year.

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

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

1. Academic Achievement and Proficiency (ELA & Math)

While student growth is evident, overall performance indicates that many students are still not meeting grade-level standards:

ELA: 73.9 points below standard

Math: 100.3 points below standard (Red indicator)

Local STAR data supports this trend:

Only 30% of students in Reading and ~22–23% in Math are at/above benchmark

A majority of students remain in intervention and urgent intervention levels

Performance Gaps:

Several student groups are performing two or more levels below the “All Students” group, particularly in Math and ELA:

-Students with Disabilities: significantly below All Students in both ELA and Math

-English Learners: below All Students in both ELA and Math

-African American students: below All Students in both ELA and Math

Planned Actions (2026–2027):

-Strengthen Tier 1 instruction through PLCs and data-driven planning

-Continue and expand Science of Reading implementation (phonemic awareness, phonics, fluency, comprehension)

-Provide targeted small-group instruction and intervention based on STAR, DIBELS, and formative data

-Continue and add math professional development and a research-based math program (refer to PSUSD LCAP Goal 6)

-Increase access to instructional coaching (Academic and Literacy Coaches) to support differentiation and scaffolding

2. Targeted Support and Improvement (TSI) – African American Students

Julius Corsini Elementary is identified for Targeted Support and Improvement (TSI), with African American student group as the eligible student group.

Data indicates significant needs:

-ELA: 60.4 points below standard

-Math: 69.9 points below standard

-Chronic Absenteeism: 66.7%

-Suspension Rate: 2.7%

Reflections: Identified Need

This student group continues to experience performance gaps compared to All Students in both academics and attendance.

Planned Actions (2026–2027):

- Provide targeted academic interventions and progress monitoring for African American students
- Increase student engagement and relationship-centered practices
- Implement targeted attendance supports, including early identification and outreach
- Ensure equitable access to Tier 1 instruction, intervention, and enrichment opportunities
- Monitor subgroup data regularly through PLCs and MTSS processes to adjust supports

3. English Learners (EL) and Long-Term English Learners (LTELs)

English Learners continue to demonstrate a need for increased academic and language support:

- ELA: 105.4 points below standard
- Math: 118.5 points below standard
- ELPI: 34.3% making progress (declined 10.9%)

EL students are performing two or more levels below All Students, and the decline in ELPI indicates a need for stronger language development systems. Additionally, Long-Term English Learners (LTELs) require targeted support to accelerate progress toward reclassification.

Planned Actions (2026–2027):

- Strengthen Designated and Integrated ELD instruction across all grade levels
- Provide targeted small-group instruction focused on language development and academic vocabulary
- Increase progress monitoring for EL and LTEL students, including reclassification readiness
- Continue to provide professional development for teachers on ELD strategies aligned to the Science of Reading
- Expand family engagement and parent education opportunities to support EL students at home

4. Students with Disabilities (SWD)

Students with Disabilities continue to demonstrate significant performance gaps:

- ELA: 122.7 points below standard
- Math: 112.9 points below standard

This group remains two or more levels below All Students, particularly in Math.

Planned Actions (2026–2027):

- Increase collaboration between general education and special education teachers
- Provide targeted intervention and differentiated instruction aligned to IEP goals
- Utilize coaching support to strengthen instructional practices for SWD
- Increase use of progress monitoring tools to adjust instruction and supports

5. Chronic Absenteeism (Red Indicator Area of Need)

Chronic absenteeism remains a significant barrier to student success: 47.2% overall, with local data showing 36% as of April 2026

Subgroups with the greatest need:

- African American students: 66.7%
- Students with Disabilities: 55.8%
- Hispanic students: 44.2%

Planned Actions (2026–2027):

- Strengthen tiered attendance supports (SART/SARB processes)
- Increase family outreach through the Community Liaison (refer to PSUSD LCAP Goal 6)
- Provide attendance incentives and recognition programs
- Conduct early identification and intervention for at-risk students
- Continue collaboration with support staff and community resources

6. Math Achievement and Instructional Systems (Red Indicator)

Math remains the most significant academic area of need:

- Performance remains in the Red indicator with limited movement toward proficiency
- STAR Math data shows a majority of students below benchmark

Performance Gaps:

Multiple student groups (SWD, EL, African American students) are performing two or more levels below All Students in Math.

Planned Actions (2026–2027):

- Continue and expand math professional development (refer to PSUSD LCAP Goal 6)
- Implement a research-based math program to strengthen Tier 1 instruction
- Increase use of formative assessments and data analysis in PLCs
- Provide targeted math intervention and small group instruction
- Ensure consistent implementation of math instructional strategies across grade levels

Summary of Identified Needs

Based on the data, the following priority needs have been identified:

- Increase academic proficiency in ELA and Math, particularly in Math (Red indicator)
- Address performance gaps for student groups two or more levels below All Students
- Provide targeted support for African American student group (TSI)
- Strengthen English Learner and LTEL progress, including ELPI outcomes
- Continue reducing chronic absenteeism, particularly for high-need subgroups
- Strengthen math instruction through professional development and program implementation
- Ensure equitable access to high-quality instruction, interventions, and supports

This analysis demonstrates that while Julius Corsini Elementary has made meaningful progress in student growth, attendance, and school climate, continued focus on closing performance gaps, improving math outcomes, strengthening EL supports, and increasing attendance will be critical to improving outcomes for all students in the 2026–2027 school year.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Julius Corsini Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.26%	0.26%	%	1	1	
African American	9.02%	8.56%	7.35%	35	34	25
Asian	0.52%	0.52%	%	2	2	
Filipino	0.26%	0.26%	%	1	1	
Hispanic/Latino	77.06%	75.57%	78.82%	299	300	268
Pacific Islander	%	0.25%	0.59%		1	2
White	9.02%	10.08%	7.06%	35	40	24
Multiple/No Response	3.87%	5.54%	6.18%	15	22	21
Total Enrollment				388	397	340

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		21	18
Kindergarten	56	56	45
Grade 1	53	53	50
Grade 2	69	69	65
Grade3	53	53	47
Grade 4	64	64	67
Grade 5	73	73	48
Total Enrollment	388	388	340

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	118	120	103	30.3%	30.4%	30.3%
Fluent English Proficient (FEP)	21	16	14	5.4%	5.4%	4.1%

School and Student Performance Data

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
397	92.7%	30.2%	2.8%
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.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	120	30.2%
Foster Youth	11	2.8%
Homeless	30	7.6%
Socioeconomically Disadvantaged	368	92.7%
Students with Disabilities	65	16.4%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	34	8.6%
American Indian	0	0.0%
Asian	0	0.0%
Filipino	0	0.0%
Hispanic	300	75.6%
Two or More Races	22	5.5%
Pacific Islander	1	0.3%
White	40	10.1%

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

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2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. ELA remains at Orange and Math at Red, indicating that academic growth continues to be an area of need, particularly in mathematics. Continued focus on Tier 1 instruction, targeted intervention, and professional development will be essential to move students toward proficiency in both areas.

2. Chronic absenteeism is currently Yellow, reflecting improvement from the previous year. Attendance rates increased, and chronic absenteeism decreased by the end of last year. Continued implementation of attendance incentives, family outreach, and early intervention strategies should help sustain and build on this progress.
3. The Suspension Rate is Green, demonstrating a positive and safe school environment. The decrease in suspensions reflects effective use of proactive behavior supports and restorative practices. Ongoing focus on positive behavior systems, relationship building, and social-emotional supports will help maintain this positive trend.

School and Student Performance Data

Academic Performance English Language Arts

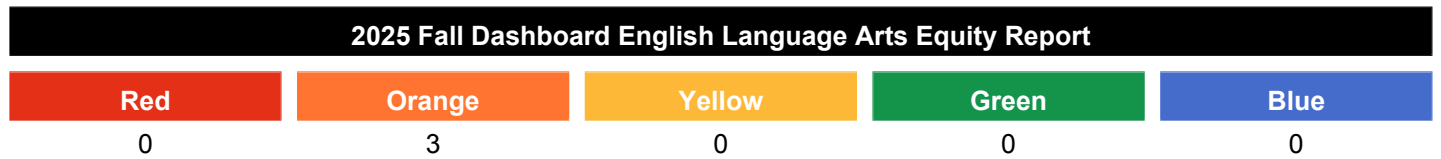
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This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Orange 73.9 points below standard Increased 12.8 points 169 Students	English Learners  Orange 105.4 points below standard Increased 9.1 points 62 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Socioeconomically Disadvantaged  Orange 76.3 points below standard Increased 10.6 points 161 Students

Students with Disabilities  No Performance Color 122.7 points below standard Increased 17.5 points 30 Students	African American  No Performance Color 60.4 points below standard Declined 11.7 points 14 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  Orange 81.9 points below standard Increased 12 points 136 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 46.6 points below standard Increased 8.9 points 11 Students

Conclusions based on this data:

1. ELA remains at Orange, indicating that overall performance is still below standard; however, the school demonstrated positive growth of +12.8 points. This reflects that current instructional practices are supporting student improvement. Continued focus on strengthening Tier 1 instruction, implementation of the Science of Reading, targeted intervention, and professional development will be essential to move students from growth to proficiency.
2. The ELA Dashboard shows strong student growth (82.1% of students improved scores), yet overall performance remains below standard. This highlights a gap between growth and proficiency, indicating that while students are improving, additional acceleration is needed. Continued emphasis on data-driven instruction, small group differentiation, and targeted supports for students below benchmark will be critical to close this gap.
3. ELA data reflect continued performance gaps among student groups, particularly for English Learners, Students with Disabilities, and African American students, who remain below the All Students group. While the African American group is performing closer to standard than the overall population, the African American student group declined by 11.7 points. In contrast, All Students increased by 12.8 points, indicating a concerning difference in growth trends. While some groups have shown improvement, targeted supports must continue to be strengthened. Ongoing focus on Designated and Integrated ELD, differentiated instruction, and equitable access to rigorous Tier 1 instruction and interventions will be necessary to improve outcomes for all student groups.

School and Student Performance Data

Academic Performance Mathematics

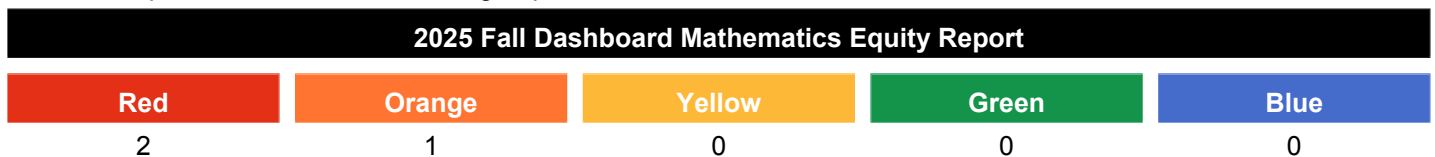
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Red 100.3 points below standard Declined 3.4 points 171 Students	English Learners  Orange 118.5 points below standard Increased 7.5 points 64 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Socioeconomically Disadvantaged  Red 102.4 points below standard Declined 5.6 points 163 Students

Students with Disabilities  No Performance Color 112.9 points below standard Increased 61.5 points 31 Students	African American  No Performance Color 69.9 points below standard Declined 32.3 points 14 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  Red 107.1 points below standard Maintained -0.5 points 138 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 96.1 points below standard Declined 14.3 points 11 Students

Conclusions based on this data:

1. Math remains at Red, indicating that overall performance continues to be significantly below standard, with a decline of -3.4 points. Continued focus on strengthening Tier 1 instruction, targeted intervention, and ongoing math professional development will be essential to improve student outcomes and move students toward proficiency.
2. Math data reflects that overall performance remains in the Red indicator, highlighting a gap between student growth and proficiency. The data show that many students continue to perform below benchmark levels. Continued emphasis on data-driven instruction, small group differentiation, and implementation of a research-based math program will be necessary to accelerate learning and close this gap.
3. Math data reveals persistent performance gaps among student groups. The African American student group (TSI) scored 69.9 points below standard, compared to All Students at 100.3 points below standard, but declined by 32.3 points, indicating a concerning trend. Additionally, English Learners (118.5 points below standard), Students with Disabilities (112.9 points below standard), and Hispanic students (107.1 points below standard) continue to perform significantly below standard. These gaps highlight the need for targeted interventions, increased progress monitoring, and equitable access to high-quality math instruction and supports to improve outcomes for all student groups.

School and Student Performance Data

Academic Performance Science

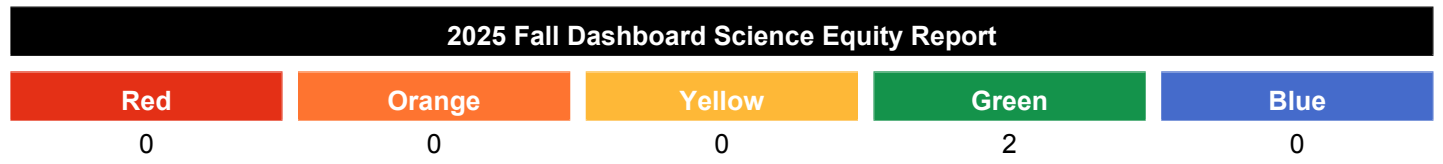
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students  Green 47.6 science points Increased 5.9 points 64 Students	English Learners  No Performance Color 43.4 science points Increased 3.7 points 22 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Socioeconomically Disadvantaged  Green 48.3 science points Increased 6.3 points 62 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  Green 46.2 science points Increased 6.6 points 50 Students
Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students

Conclusions based on this data:

1. Science is currently at Green, indicating that overall performance is above standard, with an increase of +5.9 points. This reflects strong academic performance and effective instruction in science. Continued focus on maintaining rigorous Tier 1 instruction, integration of standards-aligned practices, and hands-on learning opportunities will be essential to sustain and build on this success.
2. While overall Science performance is above standard, it will be important to ensure that all students maintain and continue to demonstrate growth, not just proficiency. Continued emphasis on data monitoring, engaging instructional strategies, and alignment to grade-level standards will help ensure that students sustain achievement and continue progressing at high levels.
3. Although Science performance is strong overall, it is important to continue monitoring student groups to ensure equitable outcomes. Some student groups may not yet be performing at the same level as All Students, and maintaining a focus on differentiated instruction, access to grade-level content, and targeted support where needed will help ensure that all students continue to achieve at high levels and that no gaps emerge over time.

School and Student Performance Data

Academic Performance English Learner Progress

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Red	 No Performance Color
34.3 making progress.	making progress.
Number Students: 99 Students	Number Students: 0 Students

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

2025 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
18.1%	47.9%	0%	34%

Conclusions based on this data:

- English Learner Progress is currently at Red, with 34.3% of English Learners making progress, reflecting a decline of -10.9 percentage points. Specifically, 34% of English Learners progressed at least one ELPI level, 47.9% maintained their level, and 18.1% decreased at least one level. This indicates that while some students are progressing, a majority are not advancing at the rate needed to reach proficiency. Continued focus on strengthening Designated and Integrated ELD, targeted language development, and professional development aligned to effective ELD practices will be essential to improve outcomes.
- The ELPI data highlights a gap between student movement and expected progress toward proficiency. While 34% of students progressed, nearly half (47.9%) remained at the same level and 18.1% declined, indicating that many students are not making sufficient gains. Continued emphasis on data-driven instruction, targeted small group language support, and consistent progress monitoring, particularly for students not progressing, will be necessary to accelerate English Learner growth and movement toward reclassification.
- English Learners, including Long-Term English Learners (LTELs), continue to demonstrate a need for increased support in both language development and access to grade-level content. The percentage of students maintaining or declining ELPI levels highlights ongoing equity gaps in language acquisition. Strengthening Designated and Integrated ELD, explicit vocabulary and language instruction, targeted intervention for LTELs, and increased family

engagement will be critical to improving outcomes and ensuring all English Learners make adequate progress toward proficiency.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students



Yellow

47.2% Chronically Absent

Declined 6.5

439 Students

English Learners



Orange

41.1% Chronically Absent

Declined 2.3

129 Students

Long-Term English Learners

Foster Youth



No Performance Color

40% Chronically Absent

Declined 14.2

20 Students

Homeless



No Performance Color

48.1% Chronically Absent

Declined 20.6

27 Students

Socioeconomically Disadvantaged



Yellow

47.8% Chronically Absent

Declined 6.4

404 Students

Students with Disabilities  Orange 55.8% Chronically Absent Declined 4.8 86 Students	African American  Red 66.7% Chronically Absent Increased 4.4 36 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  Yellow 44.2% Chronically Absent Declined 8.1 335 Students
Two or More Races  No Performance Color 65.4% Chronically Absent Declined 5.2 26 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  Orange 42.5% Chronically Absent Declined 5.1 40 Students

Conclusions based on this data:

1. Chronic absenteeism is currently at Yellow, with a rate of 47.2%, reflecting a decrease of 6.5 percentage points from the previous year. Continued implementation of attendance incentives, family outreach, and early intervention strategies will be essential to sustain and build on this progress.
2. While chronic absenteeism has improved, rates remain high, indicating a gap between improving trends and desired attendance outcomes. A significant number of students continue to miss 10% or more of instructional days, which impacts academic achievement and engagement. Continued focus on early identification, consistent monitoring, and tiered attendance supports (SART/SARB processes) will be necessary to further reduce absenteeism.
3. Chronic absenteeism data reveals persistent disparities among student groups. African American students (66.7%), Students with Disabilities (55.8%), and Hispanic students (44.2%) have higher rates than the overall population. These gaps highlight the need for targeted outreach, increased family engagement through the Community Liaison (refer to PSUSD LCAP Goal 6), and differentiated supports for high-risk students. Strengthening these efforts will be critical to improving attendance outcomes and ensuring equitable access to instruction for all students.

School and Student Performance Data

Conditions & Climate Suspension Rate

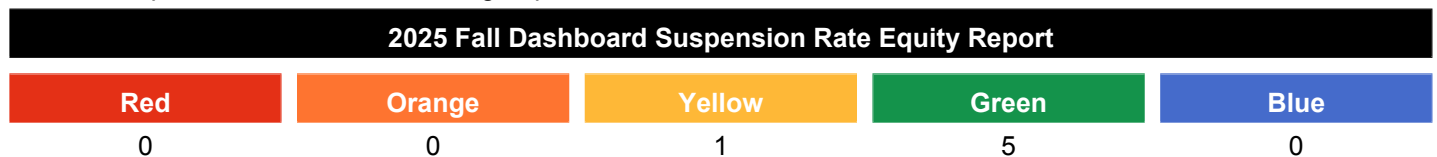
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Green 1.3% suspended at least one day Declined 1.7% 461 Students	English Learners Green 0.7% suspended at least one day Maintained 0.1% 136 Students	Long-Term English Learners
Foster Youth No Performance Color 9.5% suspended at least one day Declined 3.8% 21 Students	Homeless No Performance Color 0% suspended at least one day Declined 1.8% 28 Students	Socioeconomically Disadvantaged Green 1.4% suspended at least one day Declined 1.5% 421 Students

Students with Disabilities  Green 2.2% suspended at least one day Declined 0.7% 89 Students	African American  Green 2.7% suspended at least one day Declined 4.1% 37 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  Green 0.6% suspended at least one day Declined 0.8% 355 Students
Two or More Races  No Performance Color 3.8% suspended at least one day Declined 6.7% 26 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  Yellow 4.9% suspended at least one day Declined 4.2% 41 Students

Conclusions based on this data:

1. The Suspension Rate is currently at Green, with a rate of 1.3%, reflecting a decrease of 1.7 percentage points from the previous year. This demonstrates a positive and safe school environment and indicates that proactive behavior supports and systems are effectively reducing suspensions. Continued focus on positive behavior supports, relationship building, and consistent implementation of schoolwide expectations will be essential to maintain this success.
2. While suspension rates have decreased overall, it is important to continue monitoring behavior trends to ensure that improvements are sustained over time. Maintaining a focus on preventative practices, early intervention, and consistent behavior expectations across all settings will help ensure that positive behavior outcomes continue and that students remain engaged in learning.
3. Although overall suspension rates are low, some disparities among student groups remain. African American students (2.7%), Students with Disabilities (2.2%), and White students (4.9%) have higher suspension rates compared to the overall population. These differences highlight the need for continued targeted supports, consistent implementation of behavior expectations, and equitable practices across all student groups. Ongoing focus on relationship-centered approaches, social-emotional supports, and proactive interventions will be critical to ensuring equitable outcomes for all students.

Annual Review and Update

SPSA Year Reviewed: 2025-26

Goal 1 – Increased Academic Achievement

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes				Actual Outcomes			
California School Dashboard - Academic Indicator for English Language Arts All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD))	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
	All	Yellow	57.2 points below standard	Increased Significantly +16.7 points	All	 Orange	73.9 points below standard	Increased 12.8 points
	EL	Orange	95.4 points below standard	Increased +10 points	EL	 Orange	105.4 points below standard	Increased 9.1 points
	Hisp	Orange	68.9 points below standard	Increased +13 points	Hisp	 Orange	81.9 points below standard	Increased 12 points
	AA	No Performance Color	45.4 points below standard	Increased Significantly +15 points	AA	 No Performance Color	60.4 points below standard	Declined 11.7 points
	SED	Yellow	60.3 points below standard	Increased Significantly +16 points	SED	 Orange	76.3 points below standard	Increased 10.6 points
	SWD	No Performance Color	107.7 points below standard	Increased Significantly +15 points	SWD	 No Performance Color	122.7 points below standard	Increased 17.5 points
California School Dashboard - Academic Indicator for Mathematics All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
	All	Yellow	85.3 points below standard	Increased Significantly +15 points	All	 Red	100.3 points below standard	Declined 3.4 points
	EL	Orange	103.5 points below standard	Increased Significantly +15 points	EL	 Orange	118.5 points below standard	Increased 7.5 points
	Hisp	Yellow	92.1 points below standard	Increased Significantly +15 points	Hisp	 Red	107.1 points below standard	Maintained - 0.5 points

Metric/Indicator	Expected Outcomes				Actual Outcomes																											
	<table><tr><td>AA</td><td>No Performance Color</td><td>54.9 points below standard</td><td>Increased Significantly +15 points</td></tr><tr><td>SED</td><td>Yellow</td><td>87.4 points below standard</td><td>Increased Significantly +15 points</td></tr><tr><td>SWD</td><td>No Performance Color</td><td>97.9 points below standard</td><td>Increased Significantly +15</td></tr></table>				AA	No Performance Color	54.9 points below standard	Increased Significantly +15 points	SED	Yellow	87.4 points below standard	Increased Significantly +15 points	SWD	No Performance Color	97.9 points below standard	Increased Significantly +15	<table><tr><td>AA</td><td> No Performance Color</td><td>69.9 points below standard</td><td>Declined 32.3 points</td></tr><tr><td>SED</td><td> Red</td><td>102.4 points below standard</td><td>Declined 5.6 points</td></tr><tr><td>SWD</td><td> No Performance Color</td><td>112.9 points below standard</td><td>Increased 61.5 points</td></tr></table>				AA	 No Performance Color	69.9 points below standard	Declined 32.3 points	SED	 Red	102.4 points below standard	Declined 5.6 points	SWD	 No Performance Color	112.9 points below standard	Increased 61.5 points
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SWD	 No Performance Color	112.9 points below standard	Increased 61.5 points																													
California Science Test - Percent of Students Who Meet or Exceed Standard Grade 5	California Science Test - Percent of Students Who Meet or Exceed Standard Grade 5 - 20%				California Science Test - Percent of Students Who Meet or Exceed Standard Grade 5 - 20.59%																											
California School Dashboard – English Learner Progress Indicator (ELPI)	<table><tr><td></td><td>Color</td><td>DFS/Percentage</td><td>Change</td></tr><tr><td>English Learner Progress Indicator</td><td>Green</td><td>50.3%</td><td>Increased 16</td></tr></table>					Color	DFS/Percentage	Change	English Learner Progress Indicator	Green	50.3%	Increased 16	<table><tr><td></td><td>Color</td><td>DFS/Percentage</td><td>Change</td></tr><tr><td>English Learner Progress Indicator</td><td> Red</td><td>34.3</td><td>1 -10.9</td></tr></table>					Color	DFS/Percentage	Change	English Learner Progress Indicator	 Red	34.3	1 -10.9								
	Color	DFS/Percentage	Change																													
English Learner Progress Indicator	Green	50.3%	Increased 16																													
	Color	DFS/Percentage	Change																													
English Learner Progress Indicator	 Red	34.3	1 -10.9																													
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate: Julius Corsini Elementary: 20%				English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate: Julius Corsini Elementary: 16.7%																											
3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results All Students (ALL)	3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL) -38% English Learners (EL) - 14% Hispanic (Hisp) - 20% African American (AA) - 42% Socioeconomically Disadvantaged (SED) - 20% Students with Disabilities (SWD) - 4%				3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL) -22.86% English Learners (EL) - 9.52% Hispanic (Hisp) - 20.69% African American (AA) - N/A Socioeconomically Disadvantaged (SED) - 20.63% Students with Disabilities (SWD) - 8.33%																											
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance - MET				Williams Textbook/Materials Compliance - MET																											

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
To enhance the quality of instruction and improve student outcomes, resources have been allocated to provide substitute teacher coverage, enabling classroom teachers to be released during the instructional day. This initiative creates opportunities for targeted professional growth, peer observations, instructional coaching, assessment administration, and participation in on-site MTSS meetings such as Student Success Teams (SSTs) and Individualized Education Plan (IEP) meetings. In addition, release time will be used to support regularly scheduled Professional Learning Community (PLC) collaboration, allowing grade-level teams to analyze student data, plan instruction, and align interventions across classrooms. This dedicated time fosters a deeper focus on instruction, early intervention, and shared accountability for student progress. Monitoring Metric: The effectiveness of this action will be monitored by tracking the number of release days used for professional development, PLC	Substitute teacher coverage and release time were partially implemented to support professional development, PLC collaboration, and student support meetings. Substitute teachers were utilized for school business and limited release time; however, usage was lower than anticipated during the first half of the year due to staffing availability and scheduling constraints. Teachers participated in additional professional learning opportunities, including conferences and collaboration meetings funded through LCFF. Extra duty time was provided to teachers for planning, data analysis, and instructional preparation outside of the contracted day, supporting PLC work and intervention planning. Additionally, some funds supporting release time and teacher collaboration were supplemented through Equity Multiplier funds (refer to PSUSD LCAP Goal 6) to increase access to instructional support and targeted planning opportunities for student groups with the greatest needs.	Release time/substitutes - Including but not limited to teacher collaboration, learning walks, grade level data meetings, professional development, coaching, and parent meetings to discuss student progress and success support plans 1000-1999: Certificated Personnel Salaries LCFF 8000	The estimated actual expenditures for this action totaled approximately \$7000. Funds were used to support substitute teachers for limited release time for SSTs, IEPs, professional development opportunities, and additional teacher planning and collaboration outside of the instructional day. While substitute usage was lower than anticipated due to staffing and scheduling constraints, resources were reallocated to support teacher collaboration, data analysis, and instructional planning. Some funds supporting this action were also supplemented through Equity Multiplier resources (refer to PSUSD LCAP Goal 6) to increase opportunities for teacher collaboration and targeted instructional planning. 1000-1999: Certificated Personnel Salaries LCFF 7000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
collaboration, and student support meetings. Student academic progress will be reviewed through STAR assessment data and other site-based monitoring tools to evaluate the impact of collaboration and instructional planning on student outcomes.	Release time and collaboration supported: Grade-level PLC meetings focused on student data and instructional planning Participation in SSTs and IEP meetings Professional development and conferences Teacher planning and preparation to support Tier 1 instruction and intervention While implementation occurred, the action will continue to be refined to ensure increased and more consistent use of release time to support instructional improvement.		
To support the goal of increasing academic achievement, Julius Corsini Elementary will provide targeted professional development focused on strengthening Tier 1 instruction in both ELA and Math. Staff will participate in conferences, on-site coaching, and structured collaboration to improve instructional practices and address the diverse needs of students. Priority areas include enhancing math instruction, deepening understanding of the Science of Reading, using PLC structures to drive data-informed instruction, and implementing research-based	Professional development was implemented through conferences, coaching, and structured collaboration. Staff participated in professional learning opportunities focused on Science of Reading practices, small group instruction, writing instruction, and strengthening Tier 1 instruction in ELA and Math. Teachers engaged in PLC collaboration using Solution Tree structures, analyzing student data (STAR, DIBELS, and other assessments), identifying essential standards, and planning targeted instruction. Teachers were also	Professional development to support best first instruction in ELA, Math, ELD, and Science (conferences/consultant fees, travel expenses, hotel costs) 5800: Professional/Consulting Services And Operating Expenditures LCFF 400	The estimated actual expenditures for this action slightly exceeded the originally proposed amount, as funds were utilized across multiple resource areas to support professional development and instructional improvement. Expenditures included conference attendance and professional learning opportunities, as well as extra duty compensation for teacher planning and collaboration, which allowed staff to engage in deeper data analysis and instructional design aligned to student needs.

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
strategies to support English Learners (ELs) and Students with Disabilities (SWD). Professional learning will also focus on building capacity in the MTSS framework to better align academic supports. Monitoring Metric: Effectiveness will be measured by: Staff attendance and participation in professional development, Implementation of essential standards and common assessments in PLCs, STAR benchmark data in ELA and Math, Observation of strategy implementation through walkthroughs and coaching feedback	provided extra duty time for planning, collaboration, and data analysis, strengthening implementation of instructional strategies. Additional professional development included attendance at conferences and collaboration with external partners. There was an increased focus on math instruction, along with continued support for English Learners through ELD strategies and Students with Disabilities through differentiated instruction and MTSS alignment. Substitute teachers were utilized to support school business and limited release time, though usage was lower than anticipated earlier in the year. Some professional development and collaboration efforts were also supported through Equity Multiplier funds (refer to PSUSD LCAP Goal 6) to ensure targeted support for identified student groups.		Some expenditures supporting this action were also supplemented through Equity Multiplier resources (refer to PSUSD LCAP Goal 6) to expand access to professional development and ensure alignment to the needs of targeted student groups. 5800: Professional/Consulting Services And Operating Expenditures LCFF 450
To support ongoing instructional growth, Julius Corsini Elementary will allocate additional duty hours for teachers to participate in professional development outside of regular school hours. These extended learning opportunities will focus on strengthening instruction in English Language Arts,	Additional duty hours were provided for teachers to participate in professional development and collaboration outside of the instructional day. Teachers engaged in extended learning opportunities focused on writing instruction using Thinking Maps and process writing, as well as	Provide professional development and collaboration teachers - stipends for extra duty to receive professional development, plan/implement effective instructional strategies targeting areas for student growth. 1000-1999: Certificated Personnel Salaries	Title I resources were used to provide teacher stipends for extra duty, supporting after-hours professional development, collaboration, and planning. These funds allowed teachers to engage in data analysis, instructional planning, and implementation of targeted

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Mathematics, and English Language Development. Key areas of professional learning will include writing instruction using Thinking Maps and process writing strategies, deepening knowledge of foundational reading skills based on the Science of Reading, and implementing targeted strategies for effective math instruction. Teachers will also engage in collaborative planning aligned with grade-level goals and identified student needs. Monitoring Metric: Effectiveness will be measured by: Tracking teacher participation in after-hours professional development, analyzing STAR benchmark data in ELA and Math, observing the implementation of research-based strategies during instructional walkthroughs and coaching sessions	Science of Reading-aligned practices, including foundational literacy, phonics, and small group instruction. Teachers also participated in after-hours collaboration and planning specifically focused on Math and English Language Development (ELD). During this time, teachers analyzed student data (STAR, DIBELS, and other assessments), identified instructional priorities, and planned targeted strategies to support student learning. Stipends were provided to support this collaboration time, allowing teachers to engage in planning and reviewing assessments, analyzing student data, and developing instructional plans. Time was allocated for scheduling and organizing assessment blocks, ensuring consistent administration of assessments and alignment of instructional planning based on results. Professional learning supported: Strengthening Tier 1 instruction in ELA, Math, and ELD Implementation of writing strategies and schoolwide process writing Deepening understanding of the Science of Reading	Title I 1905 Provide professional development and collaboration teachers - stipends for extra duty to receive professional development, plan/implement effective instructional strategies targeting areas for student growth. 1000-1999: Certificated Personnel Salaries LCFF 500 Teacher stipends will support collaboration time for planning and reviewing assessments, analyzing student data, and developing instructional plans. Stipends will also allow teachers to provide targeted intervention and enrichment opportunities for students during and after school to improve academic achievement. 1000-1999: Certificated Personnel Salaries LCFF 500	strategies, as well as provide intervention and enrichment opportunities for students to improve academic outcomes. 1000-1999: Certificated Personnel Salaries Title I 1295 LCFF funds were used to support additional teacher stipends for collaboration and professional development opportunities aligned to instructional priorities, including Science of Reading, math instruction, and Designated ELD. 1000-1999: Certificated Personnel Salaries LCFF 2532 LCFF resources also supported planning time for assessment scheduling and implementation, ensuring alignment between instruction and student data. 1000-1999: Certificated Personnel Salaries LCFF 970

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	Increased focus on math instruction and problem-solving strategies Strengthening Designated ELD instruction, including language objectives, academic vocabulary, and scaffolds for English Learners Collaboration aligned to grade-level goals and student data Extra duty time and stipends allowed teachers to engage more deeply in instructional planning and application of strategies, leading to greater alignment across classrooms.		
To support the instructional growth of teachers in delivering effective English Language Development (ELD) instruction, Julius Corsini Elementary will allocate additional duty hours for teachers to participate in professional development outside of regular school hours. These extended professional learning opportunities will focus specifically on strengthening both Designated and Integrated ELD instruction. Professional learning will include the use of evidence-based strategies to support English learners in accessing academic content, language acquisition techniques embedded in content instruction, and planning for language objectives aligned with	Teachers participated in after-hours collaboration and planning specifically focused on English Language Development (ELD). During this time, teachers analyzed student data (STAR, DIBELS, and other assessments), identified instructional priorities, and planned targeted strategies to support student learning. Stipends were provided to support this collaboration time, allowing teachers to engage in planning and reviewing assessments, analyzing student data, and developing instructional plans.	Provide professional development and collaboration teachers - stipends for extra duty to receive professional development, plan/implement effective instructional strategies targeting areas for student growth. 1000-1999: Certificated Personnel Salaries LCFF 1200	Provided professional development and collaboration for teachers to participate in professional development, plan, and implement effective instructional strategies targeting areas for student growth, with a focus on strengthening Designated and Integrated ELD instruction. 1000-1999: Certificated Personnel Salaries LCFF 4000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
grade-level standards. Teachers will also deepen their understanding of integrated language supports across subject areas and collaborate to plan purposeful Designated ELD lessons that address students' language proficiency levels. Emphasis will be placed on fostering academic discourse, structured language practice, and vocabulary development. Monitoring Metrics: Effectiveness will be measured by tracking teacher participation in after-hours ELD professional development, reviewing implementation through classroom walkthroughs and coaching observations, and analyzing ELPAC and ELPAC Interim Assessment data. STAR benchmark data in ELA and Math will also be reviewed to monitor broader academic progress of English Learners.			
Julius Corsini is dedicated to enhancing student achievement across Transitional Kindergarten (TK) through 5th grade by securing licensing rights for specific software, which may include, but are not limited to, the following: Accelerated Reader-To support strong reading comprehension using personalized reading levels.	Licensing and implementation of instructional software were partially completed to support student learning and engagement. Accelerated Reader was funded and implemented to support reading comprehension and independent reading practice. Teachers utilized program data to	Licensing rights, online subscriptions, software licenses 5000-5999: Services And Other Operating Expenditures LCFF 17186	Licensing rights, online subscriptions, software licenses-Accelerated Reader, trial version IXL 5000-5999: Services And Other Operating Expenditures LCFF 3300

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Data from the program will be utilized to guide small group reading instruction employing evidence-based strategies for support. Kagan-To increase student engagement during instruction through evidenced based strategies Lexia Core 5-To support literacy development utilizing a personalized path for students based on the Science of Reading. Data from the program will be utilized to guide small group reading instruction employing evidence-based strategies for support. Monitoring Metric: The impact of access to this software will be evaluated through the monitoring of the rate of passing quizzes and the reading level increase for Accelerated Reader, class engagement and student collaboration during instruction for Kagan, Utilization of platform's analytics to track students' literacy progress for Lexia Core 5, STAR benchmark data	monitor student progress, guide reading levels, and inform small group instruction. IXL (partial funding) was also utilized to support both ELA and Math skill development, providing students with additional practice and immediate feedback aligned to standards. Kagan strategies continued to be implemented schoolwide to increase student engagement, collaboration, and participation during instruction. Lexia Core5 was not funded through this action, as it was supported through Equity Multiplier funds (refer to PSUSD LCAP Goal 6), ensuring continued access to a Science of Reading-aligned literacy program. Overall, these tools supported differentiated instruction, increased student engagement, and provided data to guide instructional decisions.		
Julius Corsini is committed to improving instruction by bolstering support for the Science of Reading, as well as research-based academic instruction specifically in the area of reading, math, and English Language	Instructional materials and resources were expanded to support implementation of the Science of Reading and strengthen Tier 1 instruction across ELA, Math, and English Language Development.	Materials for ELA & Math, math work stations, Learning Dynamics, etc. 4000-4999: Books And Supplies Title I 2000	The estimated actual expenditures for this action were higher than originally projected, as additional funds were available and strategically utilized to expand instructional resources.

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Development. Funds will be allocated to acquire literacy-focused manipulatives aligned with the Science of Reading principles, along with other manipulatives aimed at reinforcing research-based instruction. This includes but is not limited to: expanding materials for guided reading instruction for targeted reading skills, expand materials and manipulatives in other academic areas. Monitoring Metric: STAR data, Lexia Core 5 data, usage of research based manipulatives and differentiated reading materials during small group instruction	Funds were used to purchase classroom materials, instructional resources, books, and manipulatives to support guided reading, foundational literacy skills, and differentiated instruction. These materials supported teachers in implementing explicit phonics instruction, small group reading, vocabulary development, and comprehension strategies aligned to the Science of Reading. Additional instructional materials were also purchased to support math instruction, including resources that enhanced teacher math instruction, problem-solving strategies, and conceptual understanding. These materials supported teachers in delivering more effective Tier 1 math instruction and provided students with opportunities for hands-on learning and skill development. Materials also supported English Language Development, ensuring that teachers had access to resources needed to reinforce research-based practices across content areas. The school was able to expand the quantity and quality of materials purchased due to the availability of prior year carryover (PY5) funds, as well as cost savings from a reduction in expenditures for		Funds were used to purchase a wide range of books, classroom materials, and instructional manipulatives aligned to the Science of Reading and research-based instructional practices. These materials supported guided reading, small group instruction, and differentiated learning opportunities across grade levels. Funds also supported the purchase of math instructional materials, strengthening teacher math instruction, and providing students with hands-on learning opportunities to build conceptual understanding and problem-solving skills. The school was able to increase spending in this area due to cost savings from a change in mental health staffing, where a new staff member was hired at a lower cost, allowing additional funds to be reallocated to support instructional materials and resources. Overall, expenditures were aligned to strengthening Tier 1 instruction, increasing access to high-quality materials, and supporting student achievement across ELA, Math, and ELD.

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	mental health services. This allowed for increased investment in instructional resources to directly support student learning.		4000-4999: Books And Supplies Title I 20000
		purchase materials, books, supplies, and other needed instructional items in the areas of ELA, math, ELD, and science for instructional rigor 4000-4999: Books And Supplies LCFF 500	The estimated actual expenditures for this action were higher than originally projected, as additional funds were available and strategically utilized to expand instructional resources. Funds were used to purchase a wide range of books, classroom materials, and instructional manipulatives aligned to the Science of Reading and research-based instructional practices. These materials supported guided reading, small group instruction, and differentiated learning opportunities across grade levels. Funds also supported the purchase of math instructional materials, strengthening teacher math instruction and providing students with hands-on learning opportunities to build conceptual understanding and problem-solving skills. The school was able to increase spending in this area due to cost savings from a change in mental health staffing, where a new staff member was hired at a lower cost, allowing additional funds to be reallocated to support

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
			instructional materials and resources. Overall, expenditures were aligned to strengthening Tier 1 instruction, increasing access to high-quality materials, and supporting student achievement across ELA, Math, and ELD. 4000-4999: Books And Supplies LCFF 22000
Julius Corsini remains committed to enhancing the technology infrastructure to support student instruction. This commitment includes ongoing efforts to upgrade, replace, and procure Chromebooks, document cameras, headphones/earbuds, and any other necessary supplies. Monitoring Metric: We will monitor how many items were purchased using these funds and the educational benefits of the usage of the items.	Technology resources were enhanced to support student access to digital learning platforms and instructional programs. The primary focus for this year was ensuring that all students had access to functioning audio equipment to effectively utilize online programs. Title I funds were used to purchase updated headphones for all students, ensuring equitable access to digital resources such as reading and math programs. This upgrade supported student engagement and allowed for uninterrupted participation in personalized learning platforms and assessments. Other technology upgrades (e.g., Chromebooks or document cameras) were not a primary focus of this action during the year, as	Technology Supplies 4000-4999: Books And Supplies Title I 598 Technology Supplies 4000-4999: Books And Supplies LCFF 500	Technology Supplies - Student headphones 4000-4999: Books And Supplies Title I 4000 Technology Supplies 4000-4999: Books And Supplies LCFF 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	the identified need centered on student access to headphones for instructional use.		
Julius Corsini will partner with the PSUSD Expanded Learning Department to implement targeted academic interventions in English Language Arts (ELA) and Mathematics. These interventions will be accessible to students beyond regular school hours, reinforcing classroom instruction and providing additional assistance. There will be a particular focus on serving Hispanic and English Learner (EL) students, identified through performance data as having significant achievement gaps. Monitoring Metric: To gauge the effectiveness of these interventions, we will utilize Star Benchmark data to monitor student progress. We will also track pre-assessment and post-assessment data for each student to precisely measure academic growth.	Julius Corsini partnered with the PSUSD Expanded Learning Department to provide enrichment opportunities. These opportunities were available to students beyond regular school hours and reinforced classroom learning through engaging, hands-on, and collaborative activities. While not focused on formal academic intervention, the program supported skill development, increased student engagement, and provided extended learning experiences.	Salaries to be paid by district funds 0	Salaries paid by district funds 0
Funds have been allocated specifically for student field trips which reflects our commitment to prioritizing experiential learning opportunities as integral components of our educational program, particularly those related to academic achievement, equity,	Field trips were successfully implemented to provide students with enriching, real-world learning experiences that support academic achievement and social-emotional development.	Field Trips 5000-5999: Services And Other Operating Expenditures LCFF 500	Field Trips 5000-5999: Services And Other Operating Expenditures LCFF 8000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
and social-emotional learning. By providing equitable access to enriching learning experiences outside the classroom, we strive to support the holistic development of all students and promote equitable outcomes. Monitoring Metrics: The effectiveness of student field trips in achieving educational goals will be assessed through a variety of measures, including pre- and post-trip assessments, student reflections, teacher observations, and feedback from stakeholders. Evaluation data will inform ongoing improvements to our field trip program and guide future decision-making regarding resource allocation.	Fourth and fifth grade students participated in a field trip to the Ocean Institute, where they engaged in hands-on learning related to science and the environment. While the program itself was funded through a grant, the school covered the cost of transportation, ensuring that all students had equitable access to this extended learning opportunity despite the distance. Additional field trips were provided throughout the year, many of which were free or covered by the district, allowing students across grade levels to participate without financial barriers. These experiences supported classroom learning, increased student engagement, and provided opportunities for collaboration, exploration, and application of academic concepts in real-world settings.		

Analysis

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

The strategies and activities for Goal 1 were largely implemented as intended, with a strong focus on strengthening Tier 1 instruction through professional development, PLC collaboration, and targeted instructional supports. Teachers engaged in Science of Reading practices, math instructional strategies, and structured PLC cycles using data (STAR, DIBELS, and other assessments) to guide instruction. Additional supports included instructional materials, software programs (Accelerated Reader, IXL), intervention resources, and extended learning opportunities. These efforts contributed to positive academic growth in ELA across most student groups, with All Students increasing by +12.8 points, and gains also seen among EL, Hispanic, and SWD groups . However, Math performance remains an area of need, with overall performance still in the Red and mixed subgroup outcomes. The implementation of the Science of Reading, increased collaboration, and targeted supports contributed to improved instructional practices and student growth, though continued focus is needed to close achievement gaps.

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

While most actions were implemented, there were some variations in execution and spending.

- Substitute release time was lower than anticipated due to staffing and scheduling challenges, though this was offset by increased after-hours collaboration and extra duty planning.

- Professional development expenditures exceeded initial projections, as additional funds (including Equity Multiplier resources aligned to PSUSD LCAP Goal 6) were used to expand teacher learning opportunities.

- Instructional materials spending increased due to cost savings from other areas, allowing for greater investment in Science of Reading and math resources. Some programs (e.g., Lexia) were funded through alternative funding sources (Equity Multiplier) rather than originally planned funds.

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

Based on this analysis, the following changes will be made:

- Increase focus on math instruction, including expanded professional development and instructional support.

- Strengthen targeted supports for student groups, particularly African American students (TSI group), English Learners, and Students with Disabilities.

- Refine use of release time and collaboration structures to ensure consistent implementation of PLC practices and data cycles.

- Continue and expand Science of Reading implementation with stronger alignment to intervention and small group instruction, while also strengthening math instruction through targeted professional development and increased use of conceptual, problem-solving strategies, and enhancing both Designated and Integrated ELD instruction to ensure language development is embedded across all content areas and supported through targeted small group instruction.

These updates are reflected in the 2026–2027 SPSA Goal 1 actions and services, professional development plans, and resource allocations.

Annual Review and Update

SPSA Year Reviewed: 2025-26

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 - 6 surveys
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - 98% Hispanic (Hisp) 99% African American (AA) 100%	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - 100 % Hispanic (Hisp) 100% 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) - 90% Hispanic (Hisp) 96% African American (AA) 100%	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 92% Hispanic (Hisp) 92% African American (AA) 92%
Number of Attendees Attending 1 or more school/parent center sponsored events at site	Number of Parent Attendees attending 1 or more site/parent center sponsored events - 350	Number of Parent Attendees attending 1 or more site/parent center sponsored events - 300

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Family Engagement Events will be provided for parent education training and activities to address areas of identified focus. These activities or sessions may include the following topic, but are not limited to: literacy, math, science, mental health, etc. Monitoring Metrics: We will monitor the success of this action by tracking how many parents attend our events with the focus on increasing family attendance to the events.	Family engagement opportunities were provided to support parent education and strengthen home-to-school connections. The school offered less events and activities focused on key areas such as literacy, math, and student well-being, providing families with strategies to support learning at home. Due to scheduling constraints and limited availability of classified personnel to support after-school events, fewer family engagement events were held this year. Despite this, efforts were made to communicate with families through alternative means and provide resources that supported student learning and engagement. These activities supported increased awareness of instructional practices and provided families with tools to reinforce academic skills and student success outside of the classroom.	Extra duty- working beyond the school day to support parents outreach 1000-1999: Certificated Personnel Salaries Title I 800 Materials and online supports for Parent Engagement Activities 4000-4999: Books And Supplies Title I Part A: Parent Involvement 1645 Extra duty- working beyond the school day to support parents outreach 2000-2999: Classified Personnel Salaries LCFF 1000	Extra duty- working beyond the school day to support parents outreach during parent nights 1000-1999: Certificated Personnel Salaries Title I 800 Materials and online supports for Parent Engagement Activities 4000-4999: Books And Supplies Title I Part A: Parent Involvement 400 Extra duty- working beyond the school day to support parents outreach 2000-2999: Classified Personnel Salaries LCFF 0
Family engagement events will be offered specifically to educate parents and guardians of English Learners about the redesignation process for English language	Information regarding the redesignation (reclassification) process for English language proficiency was shared with parents and guardians of English	Extra duty- working beyond the school day to support parents outreach	Extra duty- working beyond the school day to support parents outreach

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
proficiency. These trainings will provide families with a clear understanding of the criteria required for reclassification, including ELPAC performance levels, teacher input, report card grades, and academic benchmarks. Sessions will also guide families on how to support language development at home and how to monitor their child's progress toward redesignation. These targeted workshops aim to empower parents with the knowledge and tools needed to partner in their child's language development and academic success. Monitoring Metrics: Success will be measured by tracking parent attendance at redesignation-focused events and monitoring year-over-year increases in participation. Surveys or informal feedback will be used to assess parent understanding of the redesignation process. Redesignation rates will also be reviewed annually to evaluate the broader impact of increased family engagement and awareness.	Learners during ELAC meetings. These discussions included an overview of the criteria required for reclassification, such as ELPAC performance levels, teacher input, report card grades, and academic benchmarks, as well as general guidance on supporting language development. While these conversations provided families with important information, formal workshops and targeted training sessions were not fully implemented as originally planned. The school recognizes the need to strengthen this area and plans to expand and provide more structured family engagement events focused on redesignation and supporting English Learners in the upcoming year.	1000-1999: Certificated Personnel Salaries Title I 800 Extra duty- working beyond the school day to support parents outreach 2000-2999: Classified Personnel Salaries LCFF 300	1000-1999: Certificated Personnel Salaries Title I 0 Extra duty- working beyond the school day to support parents outreach 2000-2999: Classified Personnel Salaries LCFF 0
Julius Corsini will organize our annual College and Career day for all students with a focus of 4th and 5th grade students. Local	Julius Corsini successfully organized and hosted a College and Career Day for all students, with a focus on 4th and 5th grade	Assemblies and speakers for College/Career Day 4000-4999: Books And Supplies	Assemblies and speakers for College/Career Day 4000-4999: Books And Supplies

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
community members and high education facilities, such as DHS police officers, electricians, doctors, COD will also attend to present to students. Monitoring Metric: Panorama Student SEL Survey, Student interest survey	students. The event included participation from community volunteers and local professionals, who shared information about their careers and educational pathways, helping students make connections between school and future opportunities. While the event was implemented as planned, it was supported through alternative funding sources and community partnerships, rather than the originally identified funds. The use of community volunteers and local organizations allowed the school to provide a meaningful and engaging experience for students while maximizing available resources.	LCFF 300	LCFF 0
Organizations will furnish take-home books for early grades, allowing students to read with their families and exchange them for new books when completed. Monitoring Metrics: Monitor the number of students who borrow books to take home and subsequently return them for new sets.	Take-home books were provided for early grade students to support reading at home and strengthen family engagement in literacy. Rather than securing new materials through outside organizations, the school utilized previously supplied books and existing resources to implement this activity. Students were able to take books home to read with their families and return them for exchange, promoting regular reading practice and continued access to literacy materials. This approach ensured that students still benefited from the program while maximizing	No cost 0	No cost 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	available resources and maintaining a focus on building foundational reading skills and home-school connections.		

Analysis

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

Parent engagement strategies were partially implemented, with efforts focused on providing family engagement opportunities, communication, and resources to support student learning at home. The school hosted events such as College and Career Day, Fall Festival, Movie Night, and shared important information during ELAC meetings, including reclassification criteria and academic expectations. However, overall participation in stakeholder input processes was significantly lower than expected (6 surveys vs. 175 goal) , indicating a need for stronger outreach and engagement strategies. While survey participation was low, family connectedness remained high (near or at 100%), showing strong relationships but limited formal engagement structures.

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

Fewer family engagement events were held than planned due to scheduling constraints and limited staffing for after-school support. Some activities were implemented using alternative resources, such as community partnerships and previously available materials, rather than new expenditures. Targeted EL parent workshops were not fully implemented, though information was shared through ELAC meetings.

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

Based on this analysis, the following changes will be made:

- Increase structured family engagement opportunities, including workshops in literacy, math, and attendance.
- Implement targeted EL parent workshops, including redesignation support and academic expectations.
- Improve communication systems and outreach strategies (ParentSquare, events, incentives) to increase participation.
- Expand opportunities for family input to strengthen decision-making and SPSA alignment.

These changes are reflected in the 2026–2027 SPSA Goal 2 family engagement strategies, EL parent supports, and communication plans.

Annual Review and Update

SPSA Year Reviewed: 2025-26

Goal 3 – Safe and Healthy Learning Environment

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes				Actual Outcomes			
Student Attendance Rates All Students (ALL)	Student Attendance Rates All Students (ALL) - 88.5%				Student Attendance Rates All Students (ALL) - 88.8%			
Chronic Absenteeism Rates All Students (ALL)) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
	All	Yellow	43.2%	Declined 4	All	 Yellow	47.2% Chronically Absent	Declined 6.5
	EL	Yellow	37.1%	Declined 4	EL	 Orange	41.1% Chronically Absent	Declined 2.3
	Hisp	Yellow	40%.2	Declined 4	Hisp	 Yellow	44.2% Chronically Absent	Declined 8.1
	AA	Yellow	62.7%	Declined 4	AA	 Red	66.7% Chronically Absent	Increased 4.4
	SED	Yellow	43.8%	Declined 4	SED	 Yellow	47.8% Chronically Absent	Declined 6.4
	SWD	Yellow	51.8%	Declined 4	SWD	 Orange	55.8% Chronically Absent	Declined 4.8
	Suspension Rates: All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage
All	Green	.8%	Declined .5%	All	Green	1.3% suspended at least one day	Declined 1.7%	
EL	Blue	.3%	Declined .4%	EL	Green	0.7% suspended at least one day	Maintained 0.1%	

Metric/Indicator	Expected Outcomes				Actual Outcomes			
Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Hisp	Green	.3%	Declined .3%	Hisp	Green	0.6% suspended at least one day	Declined 0.8%
	AA	Yellow	.7%	Declined 2%	AA	Green	2.7% suspended at least one day	Declined 4.1%
	SED	Green	.4%	Declined 1%	SED	Green	1.4% suspended at least one day	Declined 1.5%
	SWD	Blue	1.2%	Declined 1%	SWD	Green	2.2% suspended at least one day	Declined 0.7%
Suspension Rates: All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Suspension Rates: All Students (ALL)-2.5% English Learner (EL)-.4% Hispanic (Hisp)-1% African American (AA)-3.8% Socioeconomically Disadvantaged (SED)-2% Students with Disabilities (SWD)-1.9%				Suspension Rates: All Students (ALL)-1.3% English Learner (EL)-0.7% Hispanic (Hisp)-0.6% African American (AA)-2.7% Socioeconomically Disadvantaged (SED)-1.4% Students with Disabilities (SWD)-2.2%			
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Expulsion Rates- 0 All Students (ALL) - 0 English Learner (EL) - 0 Hispanic (Hisp) - 0 African American (AA) - 0				Expulsion Rates- 0 All Students (ALL) - 0 English Learner (EL) - 0 Hispanic (Hisp) - 0 African American (AA) - 0			
Panorama Survey – School Connectedness All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey - School Connectedness All Students (ALL) - 78% English Learner (EL) -85% Hispanic (Hisp) - 80% African American (AA) - 80%				Panorama Survey - School Connectedness All Students (ALL) - 66% English Learner (EL) -70% Hispanic (Hisp) - 67% African American (AA) - 50%			
Panorama Survey – School Safety All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey – School Safety All Students (ALL) - 80% English Learner (EL) - 80% Hispanic (Hisp) - 80% African American (AA) - 80%				Panorama Survey – School Safety All Students (ALL) - 51% English Learner (EL) - 56% Hispanic (Hisp) - 49% African American (AA) - 53%			

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

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
To foster a safe and inclusive learning environment, Julius Corsini Elementary will continue to implement schoolwide Positive Behavior Interventions and Supports (PBIS). This multi-tiered framework includes proactive strategies for explicitly teaching, reinforcing, and recognizing appropriate student behavior both inside and outside of the classroom. PBIS will be embedded into daily routines and supported through consistent expectations and positive reinforcement. Students will be recognized for meeting behavioral expectations through both individual and group incentives, with the use of PBIS Rewards, or a similar online behavior management platform, to track and award points. Incentives will include raffles, experiences, and tangible rewards. Visual reminders such as PBIS posters will be displayed throughout the school to reinforce expectations.	Schoolwide PBIS practices were implemented to support a safe and inclusive learning environment and promote positive student behavior. Clear expectations were reinforced through daily routines, classroom practices, and schoolwide systems aligned to PBIS, Capturing Kids' Hearts, and the Pyramid of Success. An online classroom tool was purchased and utilized to support teachers in managing student behavior, reinforcing expectations, and promoting student engagement within the classroom setting. The school did not purchase a separate online behavior management system, as a district-provided platform was used to track and support student behavior and documentation. Funds were used to purchase student incentives, including tangible rewards and experiences, to reinforce positive behavior and recognize students for meeting schoolwide expectations. These	Materials, Supplies, and online behavior management system 4000-4999: Books And Supplies LCFF 250 Materials, Supplies, and online behavior management system 5000-5999: Services And Other Operating Expenditures LCFF 250	Materials, Supplies, and online behavior management system 4000-4999: Books And Supplies LCFF 300 Materials, Supplies, and online behavior management system 5000-5999: Services And Other Operating Expenditures LCFF 250

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
The program will also be supported through regular assemblies and classroom presentations that emphasize core values such as kindness, respect, and responsibility, along with ongoing promotion of Coach Wooden's Pyramid of Success, Capturing Kids' Hearts, and Safe Schools initiatives. This approach is intended not only to reduce disruptive behaviors and suspensions but also to build a positive school culture that supports academic and social-emotional success for all students. Monitoring Metrics: Frequency and documentation of monthly PBIS Team meetings, analysis of data shared during PBIS meetings to inform decisions and interventions, PBIS Rewards platform reports, tracking the number of points awarded schoolwide by month and student subgroup, monthly review of office referral data to identify trends and respond proactively, monitoring of local suspension data and California School Dashboard suspension indicators for all student groups, particularly those identified for TSI, Panorama student survey results in the areas of school connectedness and school safety, disaggregated by	incentives supported both individual and group recognition systems and contributed to increased student motivation and engagement. Additional supports included PBIS posters and visual reminders displayed throughout the school, as well as assemblies and classroom presentations that reinforced core values such as respect, responsibility, and kindness.		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
student group to identify patterns and areas for growth This strategy will be reviewed and refined throughout the year to ensure alignment with schoolwide behavior goals and student needs.			
Julius Corsini will provide Mental Health services 2.5 days per week to the students of JCES who are struggling with academics, social emotional, or behavioral for various reasons. The therapist will provide individual and/or group sessions to target these areas of need. Supports will be put into place to assist students in the classroom and at home. A licensed therapist will continue to be contracted with one other PSUSD school within the DHS community to provide therapy services to students and families of Julius Corsini. Monitoring Metrics: Number of counseling sessions conducted per week/month, Attendance rate of students in counseling sessions, Percentage of students showing improvement in behavior or emotional regulation, Number of referrals made to external mental health services, Feedback from students, teachers, and parents regarding the effectiveness of counseling services, Reduction in disciplinary actions related to behavior or mental health concerns, Academic progress of students receiving counseling	Mental health services continued to be provided to support students with social-emotional, behavioral, and academic needs; however, there was a transition in staffing during the year. The originally contracted therapist left their position, and a new licensed mental health therapist was brought on to continue services for students at Julius Corsini. The new therapist provided sessions to support students in areas such as emotional regulation, behavior, and coping strategies. Services continued to include collaboration with teachers, families, and school staff to implement supports both in the classroom and at home. Due to this transition, services were maintained with a reduced cost, allowing the school to continue providing necessary mental health support while also reallocating some funds to other areas of need. The therapist continued to support students through regular counseling sessions, participation in student support meetings, and	Therapist to work with Tier II/III students and their families 2000-2999: Classified Personnel Salaries Title I 87640 Therapist to work with Tier II/III students and their families 2000-2999: Classified Personnel Salaries LCFF 9517	Therapist to work with Tier II/III students and their families 2000-2999: Classified Personnel Salaries Title I 60680 Therapist to work with Tier II/III students and their families 2000-2999: Classified Personnel Salaries LCFF 5700

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
support, Student satisfaction surveys regarding counseling services, Number of crisis interventions conducted, Collaborative meetings attended with school staff to discuss student needs.	collaboration with staff to address student needs.		
Julius Corsini will offer behavioral and social-emotional support to general education students through the assignment of a ParaEducator focusing on behavior. The behavior paraeducator will assist students with mediation, transitions, and the implementation of the PBIS Program. There will be a particular focus on Tier II Behavior Intervention Students, with behavior support plans aimed at ensuring all students remain actively engaged in classroom instruction. These measures are intended to enhance overall student behavior data and decrease suspension rates. Monitoring Metrics: The behavior paraeducator will gather data on the students receiving support, assess their specific needs, and document the duration of support provided to monitor the effectiveness of this initiative.	Behavioral and social-emotional supports were implemented as planned through the assignment of a behavior paraeducator to support general education students. The paraeducator worked closely with students to assist with behavior support, mediation, transitions, and reinforcement of schoolwide PBIS expectations. There was a targeted focus on Tier II behavior intervention students, with the paraeducator supporting the implementation of behavior support plans to promote positive behaviors and ensure students remained engaged in classroom instruction. The behavior paraeducator also collaborated with teachers and staff to provide consistent support across settings, helping to reduce behavioral disruptions, support student regulation, and maintain a positive learning environment. These efforts contributed to improvements in overall behavior and supported the school's goal of reducing suspension rates and increasing student engagement.	Behavior Para (.6152 FTE) to support continued implementation of PBIS Tier 2 structures. 2000-2999: Classified Personnel Salaries LCFF 39887	Behavior Para (.6152 FTE) to support continued implementation of PBIS Tier 2 structures. 2000-2999: Classified Personnel Salaries LCFF 36000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Julius Corsini aims to enhance playground safety by offering additional supervision. This will enable more vigilant monitoring of students, facilitating the recognition of positive behaviors aligned with PBIS expectations and Coach Wooden's Pyramid of Success principles. Additional duty time will be allocated to facilitate collaboration and strengthen supervision responsibilities. Monitoring Metrics: We will utilize office referral and suspension data to evaluate the effectiveness of this action item.	Additional supervision was provided as planned to enhance playground safety and ensure increased monitoring of students during recess and other unstructured times. Staff were assigned to supervision duties, allowing for more consistent coverage and improved visibility across play areas. This increased supervision supported the recognition and reinforcement of positive student behaviors aligned with PBIS expectations and Coach Wooden's Pyramid of Success. Staff actively acknowledged and encouraged appropriate behavior, contributing to a positive and safe school environment. Additional duty time was also utilized to support staff collaboration and coordination of supervision responsibilities, ensuring clear expectations and consistency across all supervision areas. These efforts contributed to maintaining a safe playground environment, reducing behavioral incidents, and supporting positive student interactions.	Supervision Aide Salaries 2000-2999: Classified Personnel Salaries LCFF 65846 Supervision Aides -extra duty (salary & fringes) 2000-2999: Classified Personnel Salaries LCFF 500	Supervision Aide Salaries 2000-2999: Classified Personnel Salaries LCFF 66000 Supervision Aides -extra duty (salary & fringes) 2000-2999: Classified Personnel Salaries LCFF 444
To address chronic absenteeism, an attendance team, including the school counselor, Julius Corsini FACES, and office staff, will collaborate to improve the attendance of chronically absent	The attendance plan was implemented as designed through the collaboration of the attendance team, including the school counselor, FACES representative, and office staff. The team met	Attendance supplies to motivate attendance improvement. This connects to positive behavior and personal achievement. 4000-4999: Books And Supplies	Attendance supplies to motivate attendance improvement. This connects to positive behavior and personal achievement. 4000-4999: Books And Supplies

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
students. We will target all student groups and work to reduce the number of students who are chronically absent. SART and SARB meetings will be held to support students with attendance issues. The attendance team will meet regularly to monitor students and communicate with families. Independent study contracts will be implemented for extended absences. The PBIS Rewards store will be used to incentivize attendance, with students earning points for attending school, which can be used to purchase items, experiences, and enter raffles. Additional incentives will be developed by the attendance team to further support improved attendance. Additionally, we will allocate specific time after school and funds to enhance and expand the efforts of last year's attendance team and to provide Saturday school for students to recover attendance. Monitoring Metrics: We will assess attendance rates during targeted days/times when attendance incentives/experiences are offered to evaluate the effectiveness of these incentives, as well as attendance for Saturday school. Additionally, we will monitor the frequency of SARB and SART meetings conducted annually and track the implementation of independent studies for extended	regularly to monitor attendance data, identify chronically absent students, and communicate with families to address attendance concerns. Independent study contracts were implemented for students with extended absences to help maintain academic progress. The school continued to use the PBIS Rewards system to incentivize attendance, allowing students to earn points for consistent attendance that could be redeemed for items, experiences, and raffle opportunities. Additional incentives and recognition systems were developed to further encourage improved attendance across all student groups. Saturday school opportunities were provided for students to recover attendance, with staffing funded by the district, while the school coordinated and provided the program for students.	LCFF 1000 Extra duty for Saturday school 1000-1999: Certificated Personnel Salaries LCFF 500 Extra duty for Saturday school 2000-2999: Classified Personnel Salaries LCFF 500	LCFF 900 Extra duty for Saturday school 1000-1999: Certificated Personnel Salaries LCFF 0 Extra duty for Saturday school 2000-2999: Classified Personnel Salaries LCFF 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
absences. Utilizing local attendance data and the CA Dashboard Chronic Absenteeism data, we will continuously monitor the success of our efforts to improve student attendance throughout the school year.			
Capturing Kids Hearts Training and Coaching - experiential training and expert coaching of the Capturing Kids Hearts research-based process to improve school performance and safety (strengthened school connectedness, decrease in discipline referrals, increased attendance, reduced negative behaviors, improved academic performance). The training includes a character-based curriculum for students (including personalized support) that will allow teams to build meaningful, productive relationships with every student and colleague; use the CKH EXCEL teaching model to create safe, effective learning environments for learning, develop self-managing, high-performing classrooms, using team building skills and s Social Contract, techniques for dealing with conflict, negative behavior, and disrespect issues. Program and salaries to be paid by district funds.	Capturing Kids' Hearts training and coaching were implemented as planned to support a positive school culture and strengthen relationships across the school community. Staff participated in experiential training and ongoing coaching focused on the Capturing Kids' Hearts (CKH) research-based process. Teachers implemented key components of the CKH framework, including the EXCEL teaching model, Social Contracts, and team-building strategies, to create safe, supportive, and effective learning environments. These practices supported the development of self-managing, high-performing classrooms and provided staff with strategies to address conflict, negative behaviors, and student engagement. The character-based curriculum was integrated into daily instruction, promoting values such as respect, responsibility, and kindness, and supporting meaningful relationships between students and staff.	Program and salaries to be paid by district funds 0	Program and salaries to be paid by district funds 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Monitoring Metrics: We will evaluate the effectiveness of this strategy by monitoring the frequency of CKH Team meetings and the utilization of data during these meetings. Monthly and annual reports will track overall office referrals and points awarded through the PBIS Rewards program/application to assess its success. Additionally, we will analyze locally calculated suspension data and data from the CA Dashboard to monitor suspension rates and evaluate the impact of this action item on those rates. We will also monitor using Panorama data indicating school connectedness and school safety.	All program costs and salaries were funded by the district.		
Julius Corsini aims to enhance campus safety by equipping teachers, supervisors, paraprofessionals, the school nurse, and office staff with radios for instant communication across all areas of the school. This resource will allow for more responsive and coordinated supervision, supporting quicker response times to incidents and providing a safer, more structured environment. Improved communication between staff members, including the nurse and office personnel, will facilitate proactive monitoring, ensuring a calm and orderly environment	This action was not implemented as originally planned, as the purchase of additional radios was not needed at this time. The school was able to utilize existing radios and communication systems already in place across campus. Staff, including teachers, supervisors, paraprofessionals, the school nurse, and office staff, continued to use current communication tools effectively to maintain coordinated supervision and timely response to incidents. These existing systems supported ongoing communication for both safety and health-related needs, ensuring a structured and	Radios for supervision, paraprofessionals, and classrooms for safety 5000-5999: Services And Other Operating Expenditures LCFF 1000	Radios for supervision, paraprofessionals, and classrooms for safety 5000-5999: Services And Other Operating Expenditures LCFF 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
throughout the school day. This will also enable swift communication for health-related needs and emergencies. Monitoring Metrics: The effectiveness of this initiative will be assessed using office referral data to determine if increased communication positively impacts student behavior and school safety. Regular feedback from all radio-equipped staff regarding usability and response effectiveness will also inform ongoing adjustments to optimize this safety measure.	responsive environment throughout the school day. While no new radios were purchased, campus communication remained consistent and effective in supporting student safety, supervision, and emergency response procedures.		

Analysis

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

Strategies for Goal 3 were implemented as planned and were effective overall. The school maintained a strong focus on PBIS, behavior supports, attendance interventions, and mental health services.

- Suspension rates decreased significantly, with All Students at 1.3% (Green) , demonstrating success in behavior supports and school climate systems.
- Chronic absenteeism improved overall, decreasing to 47.2%, though it remains high for certain groups.
- The attendance team, PBIS systems, behavior paraeducator, and supervision supports contributed to improved student behavior and engagement.
- Mental health services continued, despite staffing changes, and supported student well-being.

However, African American students experienced increased chronic absenteeism (Red), indicating a continued need for targeted support.

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

Mental health services were adjusted due to a staffing change, resulting in a lower-cost provider and reallocation of funds.

Saturday School was implemented, but staffing was funded by the district rather than site funds.

Behavior systems utilized district-provided platforms, reducing the need for additional purchases.

Most other actions (PBIS, supervision, behavior paraeducator) were implemented as planned with aligned expenditures.

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

Based on this analysis, the following changes will be made:

- Increase targeted attendance interventions, especially for African American students, EL's, and other high-risk groups.
- Expand family outreach and attendance incentives to reduce chronic absenteeism.
- Continue and strengthen PBIS and social-emotional supports, including behavior intervention and relationship-building strategies.
- Enhance mental health and wellness supports, ensuring continuity and access for students.

These updates are reflected in the 2026–2027 SPSA Goal 3 attendance, behavior, and student support strategies.

Goals, Strategies, & Proposed Expenditures

Goal 1

Increase Academic Achievement

Goal Statement

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

LCAP Goal

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

Identified Need

Julius Corsini Elementary School has been identified for Targeted Support and Improvement (TSI) based on the performance of the African American student group, who demonstrate persistent gaps in academic achievement. Based on a comprehensive review of the 2025 California School Dashboard, local STAR data, and progress toward SPSA goals, the school has demonstrated overall academic growth in English Language Arts (ELA); however, significant performance gaps remain across student groups, particularly in Mathematics and English Learner Progress.

African American Students (TSI Group):

While the African American student group performed at 60.4 points below standard in ELA, compared to All Students at 73.9 points below standard, this group declined by 11.7 points, in contrast to All Students, who increased by 12.8 points. In Mathematics, African American students are performing at 69.9 points below standard with a significant decline of 32.3 points, indicating a critical need for targeted academic supports. These trends highlight a need for intentional differentiation, targeted intervention, and culturally responsive instructional practices to improve outcomes for this group.

English Learners (ELs):

English Learners continue to demonstrate significant academic needs across content areas. In ELA, ELs are performing at 105.4 points below standard, and in Math at 118.5 points below standard, indicating they remain well below grade-level expectations. Additionally, the English Learner Progress Indicator (ELPI) is Red at 34.3% making progress, reflecting a decline of 10.9%, signaling a need for intensified support in language acquisition.

Local ELPAC data further indicates that:

- 34% of EL students progressed at least one ELPI level
- 47.9% maintained their level
- 18.1% decreased at least one level

These results indicate that while some students are making progress, a significant portion of ELs, are not progressing at the rate needed to achieve reclassification. There is a continued need to strengthen Designated and Integrated ELD instruction, vocabulary development, and structured language supports across all content areas.

Mathematics Achievement (Schoolwide Need):
Mathematics remains a critical area of need, with All Students performing at 100.3 points below standard (Red) and showing a decline of 3.4 points . Subgroups, including Hispanic students and Socioeconomically Disadvantaged students, are also performing in the Red, indicating systemic gaps in math achievement. While local STAR data shows some incremental growth, proficiency levels remain low, reinforcing the need for stronger Tier 1 instruction, conceptual understanding, and targeted math interventions.

Sustaining Growth in English Language Arts (ELA):
ELA performance shows positive growth, with All Students increasing by +12.8 points, and 82.1% of students improving their scores . Despite this growth, students remain in the Orange performance level at 73.9 points below standard, indicating continued need for improvement. Local data (including DIBELS and STAR) shows movement from Beginning of Year to Middle of Year, with reductions in students at the highest risk levels and increases in students moving toward benchmark . Continued focus on Science of Reading, foundational skills, writing, and small group instruction is necessary to sustain and accelerate progress.

Students with Disabilities (SWD):
Students with Disabilities continue to demonstrate significant academic needs, particularly in ELA (122.7 points below standard) and Math (112.9 points below standard) . While there has been some growth in ELA, performance remains significantly below standard, indicating a need for inclusive Tier 1 instruction, scaffolds, and alignment to UDL practices.

Use of Data to Drive Instruction:
While the school has made progress in implementing PLC structures, there remains a need to deepen data analysis practices, ensuring that STAR, DIBELS, and formative assessments are consistently used to guide instruction, monitor subgroup progress, and adjust interventions. Continued strengthening of Solution Tree PLC processes will support more targeted and responsive instruction.

Summary of Need
To increase academic achievement and close persistent gaps, Julius Corsini Elementary must continue to strengthen Tier 1 instruction across ELA, Math, and ELD, while expanding targeted small group interventions and ensuring data-driven collaboration through PLCs.

- A focused effort is needed to:
- Improve outcomes for the African American student group (TSI) through targeted, culturally responsive instruction and intervention
 - Strengthen English Learner supports, including Designated and Integrated ELD and language development across content areas
 - Address schoolwide math achievement through enhanced instruction, professional development, and intervention
 - Continue implementation of the Science of Reading to sustain and accelerate ELA growth
 - Improve outcomes for Students with Disabilities through inclusive instructional practices and targeted supports

These identified needs will guide the development of the 2026–2027 SPSA actions and services to ensure equitable access to high-quality instruction and improved student outcomes for all learners.

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome
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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	 Orange	73.9 points below standard	Increased Significantly 12.8 points
EL	 Orange	105.4 points below standard	Increased 9.1 points
Hisp	 Orange	81.9 points below standard	Increased 12 points
AA	 No Performance Color	60.4 points below standard	Declined 11.7 points
SED	 Yellow	76.3 points below standard	Increased 10.6 points
SWD	 No Performance Color	122.7 points below standard	Increased 17.5 points

Expected Outcome

St. Group	Color	DFS/Percentage	Change
All	Yellow	57.2 points below standard	Increased Significantly +16.7 points
EL	Orange	95.4 points below standard	Increased +10 points
Hisp	Orange	68.9 points below standard	Increased +13 points
AA	No Performance Color	45.4 points below standard	Increased Significantly +15 points
SED	Yellow	60.3 points below standard	Increased Significantly +16 points
SWD	No Performance Color	107.7 points below standard	Increased Significantly +15 points

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

St. Group	Color	DFS/Percentage	Change
All	 Red	100.3 points below standard	Declined +15 points
EL	 Orange	118.5 points below standard	Increased 25.4 points
Hisp	 Red	107.1 points below standard	Maintained 9.6 points
AA	 No Performance Color	69.9 points below standard	Declined 53.4 points
SED	 Red	102.4 points below standard	Declined 4.6 points
SWD	 No Performance Color	112.9 points below standard	Increased 26.7 points

St. Group	Color	DFS/Percentage	Change
All	Yellow	85.3 points below standard	Increased Significantly +15 points
EL	Orange	103.5 points below standard	Increased Significantly +15 points
Hisp	Yellow	92.1 points below standard	Increased Significantly +15 points
AA	No Performance Color	54.9 points below standard	Increased Significantly +15 points
SED	Yellow	87.4 points below standard	Increased Significantly +15 points
SWD	No Performance Color	97.9 points below standard	Increased Significantly +15

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 - 20.59%	California Science Test - Percent of Students Who Meet or Exceed Standard Grade 5 - 20%																
California School Dashboard – English Learner Progress Indicator (ELPI)	<table><tr><td></td><td>Color</td><td>DFS/Percentage</td><td>Change</td></tr><tr><td>English Learner Progress Indicator</td><td> Red</td><td>34.3</td><td>1 -10.9</td></tr></table>		Color	DFS/Percentage	Change	English Learner Progress Indicator	 Red	34.3	1 -10.9	<table><tr><td></td><td>Color</td><td>DFS/Percentage</td><td>Change</td></tr><tr><td>English Learner Progress Indicator</td><td>Green</td><td>50.3%</td><td>Increased 16</td></tr></table>		Color	DFS/Percentage	Change	English Learner Progress Indicator	Green	50.3%	Increased 16
	Color	DFS/Percentage	Change															
English Learner Progress Indicator	 Red	34.3	1 -10.9															
	Color	DFS/Percentage	Change															
English Learner Progress Indicator	Green	50.3%	Increased 16															
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate: Julius Corsini Elementary: 16.7% Riverside County: 15% California: 13.8%	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate: Julius Corsini Elementary: 20%																
3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results All Students (ALL)	3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL) -22.86% English Learners (EL) - 9.52% Hispanic (Hisp) - 20.69% African American (AA) - N/A Socioeconomically Disadvantaged (SED) - 20.63% Students with Disabilities (SWD) - 8.33%	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) - 20% Hispanic (Hisp) - 25% African American (AA) - 42% Socioeconomically Disadvantaged (SED) - 25% Students with Disabilities (SWD) - 4%																
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance - MET	Williams Textbook/Materials Compliance - MET																

Planned Strategies/Activities

Strategy/Activity 1

To enhance the quality of instruction and improve student outcomes, teachers will be provided release time during the instructional day to engage in structured Professional Learning Community (PLC) collaboration, instructional coaching, and MTSS processes. Substitute coverage will allow teachers to participate in

ongoing PLC cycles aligned to the Solution Tree model, where they will analyze student data (STAR, CAASPP, DIBELS, and common assessments), identify essential standards, and plan targeted instruction and interventions.

During this time, teachers will implement evidence-based instructional strategies, including Science of Reading practices (phonemic awareness, phonics, fluency, and comprehension), explicit math instruction focused on conceptual understanding and problem-solving, and Designated and Integrated ELD strategies to support English Learners and Long-Term English Learners. Teachers will also participate in instructional coaching, peer observations, and learning walks to strengthen Tier 1 instruction and ensure consistent implementation of effective practices across classrooms.

Additionally, teachers will engage in MTSS meetings, including SSTs and IEPs, to collaboratively identify student needs, monitor progress, and plan targeted supports. This work will ensure alignment of instruction and interventions across grade levels and provide equitable access to grade-level standards, with a focused emphasis on improving outcomes for African American students (TSI), English Learners, Students with Disabilities, and other identified student groups performing below standard.

- Monitoring Metric:
- The effectiveness of this action will be monitored by:
- Number of release days used for PLC collaboration, coaching, and MTSS meetings
 - PLC artifacts (data analysis, lesson plans, common assessments)
 - Walkthrough and coaching data reflecting implementation of strategies
 - STAR Reading and Math benchmark data (growth and proficiency)
 - CAASPP ELA and Math performance levels
 - ELPI progress and reclassification rates for EL/LTEL students
 - Reduction in the percentage of students performing below standard, particularly for targeted student groups

Students to be Served by this Strategy/Activity

- ☒ English Learner
- ☒ Students with Disabilities
- ☒ All

Timeline

7/1/2026-6/30/2027

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Amount	6087
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Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Release time/substitutes - Including but not limited to teacher collaboration, learning walks, grade level data meetings, professional development, coaching, and parent meetings to discuss student progress and success support plans
Amount	13200
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Release time/substitutes - Including but not limited to teacher collaboration, learning walks, grade level data meetings, professional development, coaching, and parent meetings to discuss student progress and success support plans

Strategy/Activity 2

To support the goal of increasing academic achievement, teachers will participate in targeted professional development, instructional coaching, and structured collaboration focused on strengthening Tier 1 instruction in both ELA and Math. Professional learning will be delivered through conferences, on-site coaching, and PLC collaboration, providing teachers with ongoing opportunities to build instructional capacity and refine practices based on student data.

Professional development will focus on implementing evidence-based instructional strategies, including Science of Reading practices (phonemic awareness, phonics, fluency, and comprehension), explicit and conceptual math instruction, and Designated and Integrated ELD strategies to support English Learners and Long-Term English Learners. Teachers will engage in PLC structures aligned to the Solution Tree model, where they will analyze student data, identify essential standards, develop common assessments, and plan targeted instruction.

Coaching and collaboration will also support teachers in implementing differentiated instruction for Students with Disabilities (SWD) and aligning supports within the MTSS framework to ensure timely intervention and progress monitoring. This professional learning will strengthen instructional consistency across classrooms and increase equitable access to grade-level standards, particularly for African American students (TSI), English Learners, Students with Disabilities, and other identified student groups performing below standard.

Monitoring Metric:
Effectiveness will be measured by:

- Staff attendance and participation in professional development
- Implementation of essential standards and common assessments in PLCs
- Walkthrough and coaching data reflecting implementation of instructional strategies
- STAR Reading and Math benchmark data (growth and proficiency)
- CAASPP ELA and Math performance levels
- ELPI progress and reclassification rates for EL/LTEL students
- Evidence of MTSS implementation and progress monitoring for targeted student groups

Students to be Served by this Strategy/Activity

☒ English Learner

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

Timeline

7/1/2026-6/30/2027

Person(s) Responsible

Administration, Teachers, Site Coaches

Proposed Expenditures for this Strategy/Activity

Amount	400
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Professional development to support best first instruction in ELA, Math, ELD, and Science (conferences/consultant fees, travel expenses, hotel costs)
Amount	4000
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Professional development to support best first instruction in ELA, Math, ELD, and Science (conferences/consultant fees)
Amount	1000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Professional development to support best first instruction in ELA, Math, ELD, and Science

Strategy/Activity 3

To support ongoing instructional growth, teachers will be provided additional duty hours to participate in professional development and collaboration outside of the instructional day. These extended learning opportunities will strengthen Tier 1 instruction in English Language Arts, Mathematics, and English Language Development through focused, data-driven planning and implementation of effective instructional strategies.

Teachers will engage in professional learning centered on writing instruction using Thinking Maps and process writing strategies, as well as Science of Reading-aligned practices, including foundational literacy skills such as phonemic awareness, phonics, fluency, and comprehension. In addition, teachers will participate in targeted collaboration focused on math instruction and Designated/Integrated ELD, where they will analyze student data (STAR, DIBELS, and other assessments), identify instructional priorities, and plan targeted lessons to meet student needs.

After-hours collaboration will also support development of common assessments, alignment to essential standards, and instructional planning based on student performance data. This work will strengthen instructional consistency across classrooms and ensure that students, particularly African American students (TSI), English Learners (including LTELs), and Students with Disabilities, receive targeted, high-quality instruction aligned to their needs.

Monitoring Metric:

Effectiveness will be measured by:

- Teacher participation in after-hours professional development and collaboration
- Evidence of collaborative planning (lesson plans, data analysis, common assessments)
- Walkthrough and coaching data reflecting implementation of instructional strategies
- STAR Reading and Math benchmark data (growth and proficiency)
- CAASPP ELA and Math performance levels
- ELPI progress and reclassification rates for EL/LTEL students
- Evidence of implementation of writing strategies, Science of Reading practices, math instruction, and ELD strategies

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2026-6/30/2027

Person(s) Responsible

Administration, Teachers, Site Coaches

Proposed Expenditures for this Strategy/Activity

Amount	5000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Provide professional development and collaboration teachers - stipends for extra duty to receive professional development, plan/implement effective instructional strategies targeting areas for student growth.

Amount	500
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Provide professional development and collaboration teachers - stipends for extra duty to receive professional development, plan/implement effective instructional strategies targeting areas for student growth.
Amount	500
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teacher stipends will support collaboration time for planning and reviewing assessments, analyzing student data, and developing instructional plans. Stipends will also allow teachers to provide targeted intervention and enrichment opportunities for students during and after school to improve academic achievement.

Strategy/Activity 4

To improve outcomes for English Learners, teachers will be provided additional duty hours to participate in focused professional development outside of the instructional day centered on strengthening both Designated and Integrated English Language Development (ELD). These extended learning opportunities will build teacher capacity to deliver effective language instruction and ensure English Learners, including Long-Term English Learners (LTELs), have access to rigorous grade-level content.

Teachers will engage in professional learning that emphasizes evidence-based ELD strategies, including the use of language objectives aligned to content standards, structured academic discourse, vocabulary development, and scaffolds to support comprehension and language production. Teachers will deepen their understanding of how to embed language acquisition strategies within core instruction, ensuring that English Learners can access and engage with academic content across subject areas.

During after-hours collaboration, teachers will work together to plan and refine Designated ELD lessons aligned to students' language proficiency levels and use student data (ELPAC, ELPAC Interim Assessments, and classroom data) to guide instruction. Teachers will also collaborate to strengthen Integrated ELD practices across content areas, ensuring consistent use of supports such as sentence frames, modeling, and opportunities for structured language practice.

This strategy is designed to address identified needs in ELPI performance, reclassification rates, and CAASPP ELA outcomes for English Learners, ensuring targeted support for EL and LTEL students to accelerate both language acquisition and academic achievement.

Monitoring Metrics:

Effectiveness will be measured by:

- Teacher participation in after-hours ELD professional development
- Evidence of Designated and Integrated ELD implementation during walkthroughs and coaching observations
- ELPAC and ELPAC Interim Assessment data (student progress and proficiency levels)
- ELPI progress and reclassification rates for EL/LTEL students
- STAR Reading and Math benchmark data (growth and proficiency for English Learners)
- Evidence of language objectives, academic discourse, and vocabulary development in lesson implementation

Students to be Served by this Strategy/Activity

X English Learner

Timeline

7/1/2026- 6/30/2027

Person(s) Responsible

Administration, Teachers, Site Coaches

Proposed Expenditures for this Strategy/Activity

Amount	1200
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Provide professional development and collaboration teachers - stipends for extra duty to receive professional development, plan/implement effective instructional strategies targeting areas for student growth.
Amount	7000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Provide professional development and collaboration teachers - stipends for extra duty to receive professional development, plan/implement effective instructional strategies targeting areas for student growth.

Strategy/Activity 5

To enhance student achievement across Transitional Kindergarten (TK) through 5th grade, students will be provided access to instructional software, including but not limited to programs that support reading comprehension, literacy development aligned to the Science of Reading, and mathematics skill development. These tools will be used to reinforce Tier 1 instruction and provide students with personalized learning experiences aligned to their academic needs.

Students will engage in a reading program that supports comprehension through personalized reading levels, allowing teachers to monitor progress and use data to guide small group reading instruction and targeted interventions. In addition, students will utilize a literacy platform aligned to the Science of Reading, which provides individualized learning pathways based on student performance and supports foundational skills such as phonics, fluency, vocabulary, and comprehension.

Students will also engage in a math program that provides targeted practice and skill development aligned to grade-level standards, allowing teachers to monitor progress, identify areas of need, and provide differentiated instruction. Teachers will use program data and analytics across platforms to inform instruction, plan interventions, and adjust supports to meet student needs.

These tools will support data-driven instruction, differentiated learning, and increased access to targeted supports, ensuring that all students, including English Learners, Students with Disabilities, African American students (TSI), and other identified student groups performing below standard, receive the support needed to improve academic outcomes.

Monitoring Metric:

- Student progress in reading program (quiz pass rates and reading level growth)
- Utilization of platform analytics to monitor literacy progress and skill mastery
- Student progress and skill development in the math program
- Teacher use of data to inform small group instruction and intervention
- STAR Reading and Math benchmark data (growth and proficiency)
- CAASPP ELA and Math performance levels for overall and targeted student groups

Students to be Served by this Strategy/Activity

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

Timeline

7/1/2026- 6/30/2027

Person(s) Responsible

Administration, Teachers, TOSAs

Proposed Expenditures for this Strategy/Activity

Amount	9000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Licensing rights, online subscriptions, software licenses

Amount	10000
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Licensing rights, online subscriptions, software licenses

Strategy/Activity 6

To improve instruction and student outcomes, students will be provided access to instructional materials and manipulatives aligned to the Science of Reading and research-based practices in reading, math, and English Language Development, including but not limited to resources that support guided reading, foundational literacy skills, and hands-on math instruction. These materials will be used during Tier 1 and small group instruction to support differentiated learning and targeted intervention.

Teachers will utilize literacy-focused manipulatives and materials to implement Science of Reading strategies, including phonemic awareness, phonics, fluency, vocabulary development, and comprehension. These resources will support guided reading instruction and targeted small group support based on student data.

In addition, teachers will incorporate math manipulatives and instructional materials to strengthen conceptual understanding, problem-solving skills, and engagement in mathematics. Materials will also support English Language Development, providing scaffolds such as visual supports, structured language practice, and vocabulary development to ensure English Learners can access grade-level content.

Teachers will use student data (STAR, Lexia Core5, and other formative assessments) to guide the selection and use of materials during instruction, ensuring alignment to student needs. This strategy supports differentiated instruction, increased access to grade-level content, and targeted support for English Learners, Students with Disabilities, African American students (TSI), and other student groups performing below standard.

Monitoring Metric:

- STAR Reading and Math benchmark data (growth and proficiency)
- Lexia Core5 data (student progress and skill development)
- Evidence of use of research-based manipulatives and differentiated reading materials during small group instruction
- Walkthrough and coaching data reflecting implementation of Science of Reading and math instructional strategies
- Student progress in foundational literacy skills and math understanding
- Reduction in the percentage of students performing below standard, particularly for targeted student groups

Students to be Served by this Strategy/Activity

X

All

Timeline

7/1/2026- 6/30/2027

Person(s) Responsible

Administration, Teachers, TOSA

Proposed Expenditures for this Strategy/Activity

Amount	15000
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Materials for ELA & Math, math work stations, Learning Dynamics, etc.
Amount	1000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	purchase materials, books, supplies, and other needed instructional items in the areas of ELA, math, ELD, and science for instructional rigor

Strategy/Activity 7

To support student learning, students will be provided access to updated technology and instructional tools, including but not limited to Chromebooks, document cameras, and headphones/earbuds. These resources will ensure students can fully participate in digital learning, access online instructional programs, and engage in assessments and personalized learning activities. Teachers will utilize these tools to support instruction, increase engagement, and provide equitable access to academic content for all students, including English Learners, Students with Disabilities, and other student groups performing below standard.

Monitoring Metric:

- Number and type of technology items purchased
- Student access and participation in online programs and assessments
- Teacher feedback on effectiveness of technology in supporting instruction
- Evidence of increased engagement during technology-based learning

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2026- 6/30/2027

Person(s) Responsible

Administration, Teachers, TOSA

Proposed Expenditures for this Strategy/Activity

Amount	7771
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Technology Supplies
Amount	1000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Technology Supplies

Strategy/Activity 8

To support student learning and engagement, students will participate in field trips, including but not limited to experiences connected to academic content, college and career awareness, and social-emotional development. These opportunities will provide real-world connections to classroom instruction, increase student engagement, and ensure equitable access to enriching experiences for all students, including English Learners, Students with Disabilities, and other student groups performing below standard.

Monitoring Metrics:
Student participation in field trips
Student reflections and connections to classroom learning
Teacher observations of engagement and application of concepts
Feedback from students, staff, and stakeholders on field trip effectiveness

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2026- 6/30/2027

Person(s) Responsible

Administration, Teachers

Proposed Expenditures for this Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

Goal 2

Increase Parent and Community Partnerships

Goal Statement

JCES will increase parent engagement

LCAP Goal

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

Identified Need

Julius Corsini Elementary continues to prioritize strong partnerships with families and the community to support student success. Based on a review of local data, stakeholder input, and engagement efforts throughout the school year, the school has experienced continued growth in participation at in-person events, while also identifying areas for improvement in consistent and meaningful family engagement.

This year, the school saw strong attendance at family events, including Back-to-School Night, Fall Festival, and Family Movie Night. These events reflect increased family interest and engagement, particularly in academic-focused activities, and demonstrate the school's ability to build a welcoming and connected school community.

However, despite increased event participation, formal feedback and survey participation remain extremely low. The Panorama family survey had only 6 family responses, limiting the school's ability to gather meaningful input and accurately assess family needs. This highlights a significant need to increase family voice and participation in feedback systems to better inform decision-making and program development.

Additionally, while families are attending events, there is a continued need to deepen the impact of engagement by providing more structured opportunities for families to support student learning at home. Feedback from SSTs, IEP meetings, and informal communication indicates that families would benefit from:

- Increased access to academic resources at home, particularly in reading and math
- Clear guidance on supporting literacy, math, and language development
- Opportunities to learn about attendance expectations and student success strategies

English Learner (EL) Family Engagement Needs:

Given that approximately 30.2% of the student population are English Learners, there is a continued need to ensure that EL families have equitable access to information, workshops, and school involvement opportunities. ELAC input aligned with the SPSA and indicated the importance of:

- Increasing parent education around assessments and student expectations
- Supporting families in understanding the reclassification process and language development

-Expanding bilingual communication and translation support

While ELAC (February 2026 meeting) did not provide additional new input, previous recommendations remain aligned with current school needs and priorities.

Communication and Access:

Although the school has made efforts to communicate through platforms such as ParentSquare and school events, there remains a need to:

-Strengthen consistent, two-way communication

-Increase accessibility through bilingual outreach and varied communication methods

-Ensure all families, including those of English Learners and Students with Disabilities, feel informed and empowered to participate

Summary of Need

To strengthen family and community engagement, Julius Corsini Elementary must move beyond event participation to ensure meaningful, ongoing engagement that directly supports student success.

Key areas of focus include:

-Increasing family participation in surveys and feedback systems to guide decision-making

-Expanding parent education workshops focused on literacy, math, ELD, and attendance

-Strengthening support for English Learner families, including reclassification awareness and language development strategies

-Increasing access to at-home learning resources, particularly in reading

-Enhancing communication systems and outreach efforts to ensure all families are informed and included

These identified needs will guide the development of the 2026–2027 SPSA Goal 2 actions and services, ensuring stronger partnerships between families, school, and the community to promote student achievement and overall success.

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes - 16 surveys	Parent Participation in Stakeholder Input Processes - 175 surveys
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - 83% Hispanic (Hisp) 81% African American (AA) 100%	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - 98% Hispanic (Hisp) 99% African American (AA) 100%
Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL)	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 75%	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 90% Hispanic (Hisp) 96%

Metric/Indicator	Baseline	Expected Outcome
Hispanic (Hisp) African American (AA)	Hispanic (Hisp) 80% African American (AA) 100%	African American (AA) 100%
Number of Attendees Attending 1 or more school/parent center sponsored events at site	Number of Attendees Attending 1 or more school/parent center sponsored events at site - 320	Number of Parent Attendees attending 1 or more site/parent center sponsored events - 350

Planned Strategies/Activities

Strategy/Activity 1

To strengthen family engagement and support student success, families will be provided opportunities to participate in parent education events and activities, including but not limited to literacy, math, science, and student well-being. These sessions will provide families with strategies and resources to support learning at home, build connections between school and home, and increase understanding of academic expectations. Efforts will be made to increase access and participation for all families, including those of English Learners and other student groups.

Monitoring Metrics:

- Number of family engagement events offered
- Parent attendance at events
- Increase in family participation over time

Students to be Served by this Strategy/Activity

X All

Timeline

7/1/2025-6/30/2026

Person(s) Responsible

Administration
Staff
FACES

Proposed Expenditures for this Strategy/Activity

Amount	2000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra duty- working beyond the school day to support parents outreach
Amount	1309
Source	Title I Part A: Parent Involvement
Budget Reference	4000-4999: Books And Supplies
Description	Materials and online supports for Parent Engagement Activities
Amount	700
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Extra duty- working beyond the school day to support parents outreach

Strategy/Activity 2

To support English Learners, families will be provided opportunities to participate in targeted family engagement events focused on the redesignation (reclassification) process for English language proficiency. These sessions will educate parents and guardians on key criteria, including ELPAC performance levels, teacher input, report card grades, and academic benchmarks, while also providing strategies to support language development at home and monitor student progress.

Families will receive guidance on how to partner with the school to support their child’s academic and language growth, with an emphasis on increasing understanding of the pathway to reclassification. These efforts will strengthen home-school connections and support improved outcomes for English Learners and Long-Term English Learners (LTELs).

Monitoring Metrics:

- Parent attendance at redesignation-focused events
- Increase in family participation over time
- Parent feedback and surveys reflecting understanding of the redesignation process
- ELPI progress and annual redesignation rates for English Learners

Students to be Served by this Strategy/Activity

<u>X</u> English Learner

Timeline

7/1/2025-6/30/2026

Person(s) Responsible

Administration
Staff
FACES

Proposed Expenditures for this Strategy/Activity

Amount	1309
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra duty- working beyond the school day to support parents outreach
Amount	300
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Extra duty- working beyond the school day to support parents outreach

Strategy/Activity 3

To increase student awareness of future opportunities, students will participate in an annual College and Career Day, including presentations from community members and local organizations such as law enforcement, skilled trades, healthcare professionals, and higher education institutions. This experience will provide students, particularly those in upper grades, with exposure to a variety of career pathways and the education required to achieve their goals. The event will promote student engagement, goal setting, and connections between academic learning and future success.

Monitoring Metric:
-Panorama Student SEL Survey results
-Student interest and feedback surveys on career awareness

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2025-6/30/2026

Person(s) Responsible

Administration
Counselor
Academic Coach
Staff
FACES

Proposed Expenditures for this Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

Goal 3

Maintain Healthy and Safe Learning Environment

Goal Statement

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

LCAP Goal

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

Identified Need

Julius Corsini Elementary School has been identified for Targeted Support and Improvement (TSI) based on the performance of the African American student group, particularly in the areas of attendance and school engagement. While the school has demonstrated strong progress in school climate and behavior, data from the 2025 California School Dashboard, local attendance reports, and site data indicate that chronic absenteeism and student engagement remain key areas of need.

1. Chronic Absenteeism

Chronic absenteeism has shown continued improvement, decreasing to 47.2% (Yellow), a 6.5 percentage point decline. While this reflects positive progress, rates remain significantly high across multiple student groups, continuing to impact student achievement and engagement.

Key subgroup data highlights ongoing inequities:

- African American students (TSI): 66.7% (Red) – increased by 4.4%
- Students with Disabilities: 55.8% (Orange) – declined by 4.8%
- English Learners: 41.1% (Orange) – declined by 2.3%
- Hispanic students: 44.2% (Yellow) – declined by 8.1%
- Socioeconomically Disadvantaged: 47.8% (Yellow) – declined by 6.4%

Although several groups show improvement, the African American student group has increased in chronic absenteeism and remains in the Red, identifying a critical need for targeted attendance interventions and family outreach. Chronic absenteeism continues to be a major barrier to consistent instruction, academic growth, and overall student success.

2. Suspension Rate and School Climate

The school has demonstrated strong success in maintaining a positive school climate, with the suspension rate at 1.3% (Green), a decline of 1.7%. Most student groups are performing in the Green, including:

- English Learners: 0.7% (Green)
- Hispanic students: 0.6% (Green)
- Students with Disabilities: 2.2% (Green)

These results reflect the effectiveness of PBIS, restorative practices, Capturing Kids' Hearts, and Pyramid of Success, which continue to support positive behavior, student engagement, and a safe school environment.

While suspension data shows strong outcomes, continued focus is needed to maintain these systems with fidelity and ensure consistency across all settings, particularly during unstructured times such as recess and transitions.

3. Student Engagement and School Connectedness

Although improvements in behavior and safety are evident, student engagement and connectedness remain areas of need, particularly for targeted student groups. Chronic absenteeism trends and subgroup data indicate that some students, especially African American students, are not consistently connected to the school environment.

Building a stronger sense of belonging and engagement will require continued emphasis on:

- Relationship-building strategies (Pyramid of Success, PBIS recognition systems)
- Student voice and leadership opportunities
- Consistent adult supervision and positive interactions across campus

Summary of Need

Julius Corsini Elementary has made significant progress in improving school climate and reducing suspension rates, demonstrating the effectiveness of current behavior systems and supports. However, chronic absenteeism remains the most critical need, particularly for the African American student group (TSI) and other high-need populations.

To continue fostering a safe, supportive, and inclusive environment, the school must:

- Reduce chronic absenteeism, with targeted interventions for African American students, EL's, and other high-risk groups
- Strengthen attendance systems, including early identification, family outreach, and incentives
- Maintain and deepen PBIS and relationship-based practices to sustain positive behavior and school climate
- Increase student engagement and connectedness, particularly for students with high absenteeism
- Ensure consistent supervision and campus-wide systems that support safety and positive interactions

Efforts to address these needs will continue to align with PBIS, Pyramid of Success, attendance interventions, restorative practices, and school culture-building programs. A sustained focus on relationships, consistency, and student engagement will be essential to ensuring that all students feel safe, supported, and connected to school.

Measuring and Reporting Results

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

Student Attendance Rates
All Students (ALL)

Student Attendance Rates
All Students (ALL) - As of April 30, 2025 88.1%

Student Attendance Rates
All Students (ALL) - 88.5%

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

St. Group	Color	DFS/Percentage	Change
All	Yellow	47.2% Chronically Absent	Declined 6.5
EL	Orange	41.1% Chronically Absent	Declined 2.3
Hisp	Yellow	44.2% Chronically Absent	Declined 8.1
AA	Red	66.7% Chronically Absent	Increased 4.4
SED	Yellow	47.8% Chronically Absent	Declined 6.4
SWD	Orange	55.8% Chronically Absent	Declined 4.8

St. Group	Color	DFS/Percentage	Change
All	Yellow	43.2%	Declined 4
EL	Yellow	37.1%	Declined 4
Hisp	Yellow	40%.2	Declined 4
AA	Yellow	62.7%	Declined 4
SED	Yellow	43.8%	Declined 4
SWD	Yellow	51.8%	Declined 4

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

St. Group	Color	DFS/Percentage	Change
All	Green	1.3% suspended at least one day	Declined 1.7%
EL	Green	0.7% suspended at least one day	Maintained 0.1%
Hisp	Green	0.6% suspended at least one day	Declined 0.8%
AA	Green	2.7% suspended at least one day	Declined 4.1%
SED	Green	1.4% suspended at least one day	Declined 1.5%
SWD	Green	2.2% suspended at least one day	Declined 0.7%

St. Group	Color	DFS/Percentage	Change
All	Green	.8%	Declined .5%
EL	Blue	.3%	Declined .4%
Hisp	Green	.3%	Declined .3%
AA	Yellow	.7%	Declined 2%
SED	Green	.4%	Declined 1%
SWD	Blue	1.2%	Declined 1%

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

Suspension Rates:
All Students (ALL)-1.3%
English Learner (EL)-0.7%
Hispanic (Hisp)-0.6%
African American (AA)-2.7%

Suspension Rates:
All Students (ALL)-.8%
English Learner (EL)-.3%
Hispanic (Hisp)-.3%
African American (AA)-.7%

Metric/Indicator	Baseline	Expected Outcome
Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Socioeconomically Disadvantaged (SED)-1.4% Students with Disabilities (SWD)-2.2%	Socioeconomically Disadvantaged (SED)-.4% Students with Disabilities (SWD)-1.2%
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) - 66% English Learner (EL) -70% Hispanic (Hisp) - 67% African American (AA) - 50%	Panorama Survey - School Connectedness All Students (ALL) - 78% English Learner (EL) -85% Hispanic (Hisp) - 80% African American (AA) - 80%
Panorama Survey – School Safety All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey – School Safety All Students (ALL) - 51% English Learner (EL) - 56% Hispanic (Hisp) - 49% African American (AA) - 53%	Panorama Survey – School Safety All Students (ALL) - 80% English Learner (EL) - 80% Hispanic (Hisp) - 80% African American (AA) - 80%
Williams Facilities Inspection Results	Williams Facilities Inspection Results - Met	Williams Facilities Inspection Results - Met

Planned Strategies/Activities

Strategy/Activity 1

To foster a safe and inclusive learning environment, students will participate in a schoolwide Positive Behavior Interventions and Supports (PBIS) system, including proactive instruction, reinforcement, and recognition of positive behavior both inside and outside of the classroom. PBIS practices will be embedded into daily routines, with clear expectations taught and reinforced consistently across all settings.

Students will be recognized for meeting behavioral expectations through individual and group incentives, using a behavior tracking system such as PBIS Rewards or a similar platform to monitor and award points. Incentives will include raffles, experiences, and tangible rewards to promote positive behavior. Visual supports, such as PBIS posters and expectations, will be displayed throughout the school to reinforce consistency.

The program will be supported through assemblies, classroom lessons, and ongoing reinforcement of core values such as kindness, respect, and responsibility. The school will continue to implement strategies and practices learned from Capturing Kids' Hearts, along with the Pyramid of Success and Safe Schools initiatives, to strengthen relationships, build a positive school culture, and support students' social-emotional development.

This approach is designed to reduce behavioral incidents and suspensions while increasing student engagement, connectedness, and a positive school climate for all students, including those identified for targeted support.

Monitoring Metrics:

- Frequency and documentation of PBIS Team meetings
- Analysis of data shared during PBIS meetings to inform decisions and interventions
- PBIS Rewards (or similar platform) reports
- Number of points awarded schoolwide by month and by student subgroup
- Monthly review of office referral data to identify trends and respond proactively
- Monitoring of local suspension data and California School Dashboard suspension indicators, particularly for targeted student groups
- Panorama Student Survey results related to school connectedness and safety, disaggregated by student group

Students to be Served by this Strategy/Activity

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

Timeline

7/1/2026-6/30/2027

Person(s) Responsible

Administration
Counselor
PBIS Tier 1 Team
JCES Teachers
JCES Support Staff

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 2

To support a positive learning environment, students will receive targeted behavioral and social-emotional support through a behavior paraeducator, with a focus on students requiring Tier II interventions. The paraeducator will work with students to support behavioral expectations, transitions, conflict resolution, and engagement in classroom instruction, while reinforcing schoolwide PBIS practices.

The paraeducator will assist in implementing behavior intervention plans, monitoring student progress, and providing in-the-moment support to help students remain engaged and successful in the classroom. Collaboration with teachers and staff will ensure consistency in expectations and interventions across settings. This targeted support is intended to reduce behavioral incidents, decrease suspension rates, and improve overall student engagement, particularly for students identified as needing additional behavioral support.

Monitoring Metrics:

- Documentation of students receiving behavioral support and frequency of services
- Data collected on student behavior, including progress toward behavior goals
- Duration and type of support provided by the behavior paraeducator
- Office referral data and trends for students receiving support
- Local suspension data and reduction in suspension rates
- Increased student engagement and time on task during instruction

Students to be Served by this Strategy/Activity

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

Timeline

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 3

To enhance student safety and promote positive behavior, students will be supported through increased supervision during recess and other unstructured times, ensuring consistent monitoring and reinforcement of schoolwide expectations. Additional supervision will allow staff to proactively address behavior, recognize positive actions aligned to PBIS expectations, and reinforce core values such as respect, responsibility, and kindness.

Staff will collaborate to ensure clear supervision roles and consistent expectations across all areas of the campus. Additional duty time will support both supervision responsibilities and professional development, allowing staff to strengthen their understanding of PBIS practices, behavior supports, and effective supervision strategies. This time will also be used for coordination and communication among staff, ensuring consistent implementation of expectations and responses to student behavior.

This approach is intended to reduce behavioral incidents, improve student interactions, and create a positive school climate that supports both social-emotional and academic success.

Monitoring Metrics:

- Office referral data and trends during recess and unstructured times
- Local suspension data and reduction in incidents
- Observation of student behavior and engagement during supervised times
- Documentation of supervision schedules, staff collaboration, and participation in professional development

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2026- 6/30/2027

Person(s) Responsible

Administration
JCES Support Staff

Proposed Expenditures for this Strategy/Activity

Amount	62346
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Supervision Aide Salaries
Amount	1000
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Supervision Aides -extra duty (salary & fringes)

Strategy/Activity 4

To improve student attendance and reduce chronic absenteeism, students and families will be supported through a coordinated attendance team, including the school counselor, FACES/community liaison, and office staff. The team will regularly monitor attendance data, identify chronically absent students across all student groups, and collaborate to provide targeted supports and outreach to families.

Students with attendance concerns will be supported through SART and SARB processes, as well as ongoing communication with families to address barriers to attendance. Independent study contracts will be utilized for extended absences to maintain academic continuity. The school will also implement attendance incentives through PBIS Rewards, where students earn points for consistent attendance that can be redeemed for items, experiences, and raffles. Additional incentives and recognition systems will be developed to promote positive attendance habits.

To expand these efforts, additional time outside of the instructional day and resources will be used to strengthen attendance team practices and provide Saturday School opportunities, allowing students to recover attendance and re-engage with school. These combined efforts are designed to increase daily attendance, reduce chronic absenteeism, and improve student engagement, particularly for student groups with higher absenteeism rates.

Monitoring Metrics:
-Attendance rates during targeted incentive days and activities
-Participation and attendance in Saturday School

- Frequency and documentation of SART and SARB meetings
- Implementation and tracking of independent study contracts
- Local attendance data, including chronic absenteeism rates
- California School Dashboard Chronic Absenteeism indicator
- Attendance trends by student group to monitor reduction in chronic absenteeism

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2026- 6/30/2027

Person(s) Responsible

Administration
Staff

Proposed Expenditures for this Strategy/Activity

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

Description

Extra duty for Saturday school

Strategy/Activity 5

To enhance campus safety, staff will be supported through the use of two-way radios, including but not limited to devices for teachers, supervisors, paraprofessionals, the school nurse, and office staff, to allow for immediate and consistent communication across all areas of the school. This system will support faster response to student needs, improved coordination during supervision, and timely communication for behavioral, safety, and health-related situations.

Staff will utilize radios during instructional and non-instructional times to monitor student behavior, respond to incidents, and communicate effectively with the office and health staff, ensuring a safe and structured environment. This increased communication will support proactive supervision, reduce response time to incidents, and strengthen overall school safety and organization.

Monitoring Metrics:

- Office referral data and trends related to supervision and response
- Staff feedback on communication effectiveness and response time
- Observation of response efficiency during incidents and supervision
- Documentation of communication use during school day operations

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2026- 6/30/2027

Person(s) Responsible

Administration
All Staff

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

1000

Source

LCFF

Budget Reference

5000-5999: Services And Other Operating Expenditures

Description

Radios for supervision, paraprofessionals, and classrooms for safety

Centralized Services for Planned Improvements in Student Performance

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

School Goal #1: Increase Academic Achievement				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
Math Collaboration and Professional Development	July 1, 2026 - June 30, 2027	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, 2026 - June 30, 2027	Provide a dedicated Reading Intervention Teacher, an instructional aide, and intervention instructional materials to support student skill development in reading across grades TK-2 funded via the Learning Recovery Emergency Block Grant	205,062	None Specified
Technology Teacher on Special Assignment (TOSA)	July 1, 2026 - June 30, 2027	Support students and staff with the integration of technology into instruction	6,083	Title II

School Goal #2: Increase Parent and Community Partnerships				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
Family engagement events and classes	July 1, 2026 - June 30, 2027	Parenting Classes on effective strategies and structures. Parent/community engagement events	1,500	LCFF

School Goal #3: Maintain Healthy and Safe Learning Environment				
Actions to be Taken to Reach This Goal	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development				
Youth Mental Health First Aid Training	July 1, 2026 - June 30, 2027	Training and accompanying books and materials	2,962	Title IV

Note: Centralized services may include the following direct services:

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

Centralized Services do not include administrative costs.

Budget Summary and Consolidation

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$79,649
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$197,809.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	66,280	0.00
Title I Part A: Parent Involvement	1,309	0.00
LCFF	130,220	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	\$66,280.00
Title I Part A: Parent Involvement	\$1,309.00

Subtotal of additional federal funds included for this school: \$67,589.00

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 (\$)
LCFF	\$130,220.00

Subtotal of state or local funds included for this school: \$130,220.00

Total of federal, state, and/or local funds for this school: \$197,809.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	130,220.00
Title I	66,280.00
Title I Part A: Parent Involvement	1,309.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	38,296.00
2000-2999: Classified Personnel Salaries	106,733.00
4000-4999: Books And Supplies	27,630.00
5000-5999: Services And Other Operating Expenditures	20,750.00
5800: Professional/Consulting Services And Operating Expenditures	4,400.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	8,787.00
2000-2999: Classified Personnel Salaries	LCFF	106,733.00
4000-4999: Books And Supplies	LCFF	3,550.00
5000-5999: Services And Other Operating Expenditures	LCFF	10,750.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	400.00
1000-1999: Certificated Personnel Salaries	Title I	29,509.00
4000-4999: Books And Supplies	Title I	22,771.00
5000-5999: Services And Other Operating Expenditures	Title I	10,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	4,000.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1,309.00

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				
KCCarlene Evaro		X			
Sarah Williams			X		
Kristin Schlicht		X			
Theresa Forman		X			
Itzel Aguilar Munoz				X	
Marilyn Cobos				X	
Emily Tarango-Bounds				X	
Cynthia Gurrola				X	
Priscilla Guerra				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 March 19, 2026.

Attested:

	Principal, Elizabeth Gomez on 3/19/26
	SSC Chairperson, Theresa Forman on 3/19/26

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) <i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	What is not working and why? (Ineffective indicators) <i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	Modification(s) based on evaluation results <i>Continue or discontinue and why?</i>
To enhance the quality of instruction and improve student outcomes, teachers will be provided release time during the instructional day to engage in structured Professional Learning Community (PLC) collaboration, instructional coaching, and MTSS processes. Substitute coverage will allow teachers to participate in ongoing PLC cycles aligned to the Solution Tree model, where they will analyze student data (STAR, CAASPP, DIBELS, and common assessments), identify essential standards, and plan targeted instruction and interventions. During this time, teachers will implement evidence-based instructional strategies, including Science of Reading practices (phonemic awareness, phonics, fluency, and comprehension), explicit math instruction focused on conceptual understanding and problem-solving, and Designated and Integrated ELD strategies to support English Learners and Long-Term English Learners. Teachers will also participate in instructional coaching, peer observations, and learning walks to strengthen Tier 1 instruction and ensure consistent implementation of effective practices across classrooms. Additionally, teachers will engage in MTSS meetings, including SSTs and IEPs, to collaboratively identify student needs, monitor progress, and plan targeted supports. This work will ensure alignment of			

instruction and interventions across grade levels and provide equitable access to grade-level standards, with a focused emphasis on improving outcomes for African American students (TSI), English Learners, Students with Disabilities, and other identified student groups performing below standard. Monitoring Metric: The effectiveness of this action will be monitored by: -Number of release days used for PLC collaboration, coaching, and MTSS meetings -PLC artifacts (data analysis, lesson plans, common assessments) -Walkthrough and coaching data reflecting implementation of strategies -STAR Reading and Math benchmark data (growth and proficiency) -CAASPP ELA and Math performance levels -ELPI progress and reclassification rates for EL/LTEL students -Reduction in the percentage of students performing below standard, particularly for targeted student groups			
To support the goal of increasing academic achievement, teachers will participate in targeted professional development, instructional coaching, and structured collaboration focused on strengthening Tier 1 instruction in both ELA and Math. Professional learning will be delivered through conferences, on-site coaching, and PLC collaboration, providing teachers with ongoing opportunities to build instructional capacity and refine practices based on student data. Professional development will focus on implementing evidence-based instructional strategies, including Science of Reading practices (phonemic awareness, phonics, fluency, and comprehension), explicit and conceptual math instruction, and Designated and Integrated ELD strategies to support English Learners and Long-Term English Learners. Teachers will			

engage in PLC structures aligned to the Solution Tree model, where they will analyze student data, identify essential standards, develop common assessments, and plan targeted instruction. Coaching and collaboration will also support teachers in implementing differentiated instruction for Students with Disabilities (SWD) and aligning supports within the MTSS framework to ensure timely intervention and progress monitoring. This professional learning will strengthen instructional consistency across classrooms and increase equitable access to grade-level standards, particularly for African American students (TSI), English Learners, Students with Disabilities, and other identified student groups performing below standard. Monitoring Metric: Effectiveness will be measured by: -Staff attendance and participation in professional development -Implementation of essential standards and common assessments in PLCs -Walkthrough and coaching data reflecting implementation of instructional strategies -STAR Reading and Math benchmark data (growth and proficiency) -CAASPP ELA and Math performance levels -ELPI progress and reclassification rates for EL/LTEL students -Evidence of MTSS implementation and progress monitoring for targeted student groups			
To support ongoing instructional growth, teachers will be provided additional duty hours to participate in professional development and collaboration outside of the instructional day. These extended learning opportunities will strengthen Tier 1 instruction in English Language Arts, Mathematics, and English Language Development through focused, data-driven planning and implementation of effective instructional strategies. Teachers will engage in professional learning centered on writing			

instruction using Thinking Maps and process writing strategies, as well as Science of Reading-aligned practices, including foundational literacy skills such as phonemic awareness, phonics, fluency, and comprehension. In addition, teachers will participate in targeted collaboration focused on math instruction and Designated/Integrated ELD, where they will analyze student data (STAR, DIBELS, and other assessments), identify instructional priorities, and plan targeted lessons to meet student needs. After-hours collaboration will also support development of common assessments, alignment to essential standards, and instructional planning based on student performance data. This work will strengthen instructional consistency across classrooms and ensure that students, particularly African American students (TSI), English Learners (including LTELs), and Students with Disabilities, receive targeted, high-quality instruction aligned to their needs. Monitoring Metric: Effectiveness will be measured by: -Teacher participation in after-hours professional development and collaboration -Evidence of collaborative planning (lesson plans, data analysis, common assessments) -Walkthrough and coaching data reflecting implementation of instructional strategies -STAR Reading and Math benchmark data (growth and proficiency) -CAASPP ELA and Math performance levels -ELPI progress and reclassification rates for EL/LTEL students -Evidence of implementation of writing strategies, Science of Reading practices, math instruction, and ELD strategies			
To improve outcomes for English Learners, teachers will be provided additional duty hours to participate in focused professional development outside of the instructional day centered on strengthening both Designated and Integrated English			

Language Development (ELD). These extended learning opportunities will build teacher capacity to deliver effective language instruction and ensure English Learners, including Long-Term English Learners (LTELs), have access to rigorous grade-level content. Teachers will engage in professional learning that emphasizes evidence-based ELD strategies, including the use of language objectives aligned to content standards, structured academic discourse, vocabulary development, and scaffolds to support comprehension and language production. Teachers will deepen their understanding of how to embed language acquisition strategies within core instruction, ensuring that English Learners can access and engage with academic content across subject areas. During after-hours collaboration, teachers will work together to plan and refine Designated ELD lessons aligned to students' language proficiency levels and use student data (ELPAC, ELPAC Interim Assessments, and classroom data) to guide instruction. Teachers will also collaborate to strengthen Integrated ELD practices across content areas, ensuring consistent use of supports such as sentence frames, modeling, and opportunities for structured language practice. This strategy is designed to address identified needs in ELPI performance, reclassification rates, and CAASPP ELA outcomes for English Learners, ensuring targeted support for EL and LTEL students to accelerate both language acquisition and academic achievement. Monitoring Metrics: Effectiveness will be measured by: -Teacher participation in after-hours ELD professional development -Evidence of Designated and Integrated ELD implementation during walkthroughs and coaching observations -ELPAC and ELPAC Interim Assessment data (student progress and proficiency levels)			
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-ELPI progress and reclassification rates for EL/LTEL students -STAR Reading and Math benchmark data (growth and proficiency for English Learners) -Evidence of language objectives, academic discourse, and vocabulary development in lesson implementation			
To enhance student achievement across Transitional Kindergarten (TK) through 5th grade, students will be provided access to instructional software, including but not limited to programs that support reading comprehension, literacy development aligned to the Science of Reading, and mathematics skill development. These tools will be used to reinforce Tier 1 instruction and provide students with personalized learning experiences aligned to their academic needs. Students will engage in a reading program that supports comprehension through personalized reading levels, allowing teachers to monitor progress and use data to guide small group reading instruction and targeted interventions. In addition, students will utilize a literacy platform aligned to the Science of Reading, which provides individualized learning pathways based on student performance and supports foundational skills such as phonics, fluency, vocabulary, and comprehension. Students will also engage in a math program that provides targeted practice and skill development aligned to grade-level standards, allowing teachers to monitor progress, identify areas of need, and provide differentiated instruction. Teachers will use program data and analytics across platforms to inform instruction, plan interventions, and adjust supports to meet student needs. These tools will support data-driven instruction, differentiated learning, and increased access to targeted supports, ensuring that all students, including English Learners, Students with Disabilities, African American students (TSI), and other identified			

student groups performing below standard, receive the support needed to improve academic outcomes. Monitoring Metric: -Student progress in reading program (quiz pass rates and reading level growth) -Utilization of platform analytics to monitor literacy progress and skill mastery -Student progress and skill development in the math program -Teacher use of data to inform small group instruction and intervention -STAR Reading and Math benchmark data (growth and proficiency) -CAASPP ELA and Math performance levels for overall and targeted student groups			
To improve instruction and student outcomes, students will be provided access to instructional materials and manipulatives aligned to the Science of Reading and research-based practices in reading, math, and English Language Development, including but not limited to resources that support guided reading, foundational literacy skills, and hands-on math instruction. These materials will be used during Tier 1 and small group instruction to support differentiated learning and targeted intervention. Teachers will utilize literacy-focused manipulatives and materials to implement Science of Reading strategies, including phonemic awareness, phonics, fluency, vocabulary development, and comprehension. These resources will support guided reading instruction and targeted small group support based on student data. In addition, teachers will incorporate math manipulatives and instructional materials to strengthen conceptual understanding, problem-solving skills, and engagement in mathematics. Materials will also support English Language Development, providing scaffolds such as visual supports, structured language practice, and vocabulary development to ensure English			

Learners can access grade-level content. Teachers will use student data (STAR, Lexia Core5, and other formative assessments) to guide the selection and use of materials during instruction, ensuring alignment to student needs. This strategy supports differentiated instruction, increased access to grade-level content, and targeted support for English Learners, Students with Disabilities, African American students (TSI), and other student groups performing below standard. Monitoring Metric: -STAR Reading and Math benchmark data (growth and proficiency) -Lexia Core5 data (student progress and skill development) -Evidence of use of research-based manipulatives and differentiated reading materials during small group instruction -Walkthrough and coaching data reflecting implementation of Science of Reading and math instructional strategies -Student progress in foundational literacy skills and math understanding -Reduction in the percentage of students performing below standard, particularly for targeted student groups			
To support student learning, students will be provided access to updated technology and instructional tools, including but not limited to Chromebooks, document cameras, and headphones/earbuds. These resources will ensure students can fully participate in digital learning, access online instructional programs, and engage in assessments and personalized learning activities. Teachers will utilize these tools to support instruction, increase engagement, and provide equitable access to academic content for all students, including English Learners, Students with Disabilities, and other student groups performing below standard. Monitoring Metric: -Number and type of technology items purchased			

-Student access and participation in online programs and assessments -Teacher feedback on effectiveness of technology in supporting instruction -Evidence of increased engagement during technology-based learning			
To support student learning and engagement, students will participate in field trips, including but not limited to experiences connected to academic content, college and career awareness, and social-emotional development. These opportunities will provide real-world connections to classroom instruction, increase student engagement, and ensure equitable access to enriching experiences for all students, including English Learners, Students with Disabilities, and other student groups performing below standard. Monitoring Metrics: Student participation in field trips Student reflections and connections to classroom learning Teacher observations of engagement and application of concepts Feedback from students, staff, and stakeholders on field trip effectiveness			

Goal #2:
JCES will increase parent engagement

Actions/ Activities (Strategies)	What is working and why? (Effective indicators) <i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	What is not working and why? (Ineffective indicators) <i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	Modification(s) based on evaluation results <i>Continue or discontinue and why?</i>
To strengthen family engagement and support student success, families will be provided opportunities to participate in parent education events and activities, including but not limited to literacy, math, science, and student well-being. These sessions will provide families with strategies and resources to support learning at home, build connections between school and home, and increase			

understanding of academic expectations. Efforts will be made to increase access and participation for all families, including those of English Learners and other student groups. Monitoring Metrics: -Number of family engagement events offered -Parent attendance at events -Increase in family participation over time			
To support English Learners, families will be provided opportunities to participate in targeted family engagement events focused on the redesignation (reclassification) process for English language proficiency. These sessions will educate parents and guardians on key criteria, including ELPAC performance levels, teacher input, report card grades, and academic benchmarks, while also providing strategies to support language development at home and monitor student progress. Families will receive guidance on how to partner with the school to support their child's academic and language growth, with an emphasis on increasing understanding of the pathway to reclassification. These efforts will strengthen home-school connections and support improved outcomes for English Learners and Long-Term English Learners (LTELs). Monitoring Metrics: -Parent attendance at redesignation-focused events -Increase in family participation over time -Parent feedback and surveys reflecting understanding of the redesignation process -ELPI progress and annual redesignation rates for English Learners			
To increase student awareness of future opportunities, students will participate in an annual College and Career Day, including presentations from community members and local organizations such as law enforcement, skilled trades, healthcare professionals, and higher education institutions. This			

experience will provide students, particularly those in upper grades, with exposure to a variety of career pathways and the education required to achieve their goals. The event will promote student engagement, goal setting, and connections between academic learning and future success. Monitoring Metric: -Panorama Student SEL Survey results -Student interest and feedback surveys on career awareness			
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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) <i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	What is not working and why? (Ineffective indicators) <i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	Modification(s) based on evaluation results <i>Continue or discontinue and why?</i>
To foster a safe and inclusive learning environment, students will participate in a schoolwide Positive Behavior Interventions and Supports (PBIS) system, including proactive instruction, reinforcement, and recognition of positive behavior both inside and outside of the classroom. PBIS practices will be embedded into daily routines, with clear expectations taught and reinforced consistently across all settings. Students will be recognized for meeting behavioral expectations through individual and group incentives, using a behavior tracking system such as PBIS Rewards or a similar platform to monitor and award points. Incentives will include raffles, experiences, and tangible rewards to promote positive behavior. Visual supports, such as PBIS posters and expectations, will be displayed throughout the school to reinforce consistency. The program will be supported through assemblies, classroom lessons, and ongoing reinforcement			

of core values such as kindness, respect, and responsibility. The school will continue to implement strategies and practices learned from Capturing Kids' Hearts, along with the Pyramid of Success and Safe Schools initiatives, to strengthen relationships, build a positive school culture, and support students' social-emotional development. This approach is designed to reduce behavioral incidents and suspensions while increasing student engagement, connectedness, and a positive school climate for all students, including those identified for targeted support. Monitoring Metrics: -Frequency and documentation of PBIS Team meetings -Analysis of data shared during PBIS meetings to inform decisions and interventions -PBIS Rewards (or similar platform) reports -Number of points awarded schoolwide by month and by student subgroup -Monthly review of office referral data to identify trends and respond proactively -Monitoring of local suspension data and California School Dashboard suspension indicators, particularly for targeted student groups -Panorama Student Survey results related to school connectedness and safety, disaggregated by student group			
To support a positive learning environment, students will receive targeted behavioral and social-emotional support through a behavior paraeducator, with a focus on students requiring Tier II interventions. The paraeducator will work with students to support behavioral expectations, transitions, conflict resolution, and engagement in classroom instruction, while reinforcing schoolwide PBIS practices. The paraeducator will assist in implementing behavior intervention plans, monitoring student progress, and providing in-the-moment			

support to help students remain engaged and successful in the classroom. Collaboration with teachers and staff will ensure consistency in expectations and interventions across settings. This targeted support is intended to reduce behavioral incidents, decrease suspension rates, and improve overall student engagement, particularly for students identified as needing additional behavioral support. Monitoring Metrics: -Documentation of students receiving behavioral support and frequency of services -Data collected on student behavior, including progress toward behavior goals -Duration and type of support provided by the behavior paraeducator -Office referral data and trends for students receiving support -Local suspension data and reduction in suspension rates -Increased student engagement and time on task during instruction			
To enhance student safety and promote positive behavior, students will be supported through increased supervision during recess and other unstructured times, ensuring consistent monitoring and reinforcement of schoolwide expectations. Additional supervision will allow staff to proactively address behavior, recognize positive actions aligned to PBIS expectations, and reinforce core values such as respect, responsibility, and kindness. Staff will collaborate to ensure clear supervision roles and consistent expectations across all areas of the campus. Additional duty time will support both supervision responsibilities and professional development, allowing staff to strengthen their understanding of PBIS practices, behavior supports, and effective supervision strategies. This time will also be used for coordination and communication among staff, ensuring consistent implementation of expectations and responses to student behavior.			

This approach is intended to reduce behavioral incidents, improve student interactions, and create a positive school climate that supports both social-emotional and academic success. Monitoring Metrics: -Office referral data and trends during recess and unstructured times -Local suspension data and reduction in incidents -Observation of student behavior and engagement during supervised times -Documentation of supervision schedules, staff collaboration, and participation in professional development			
To improve student attendance and reduce chronic absenteeism, students and families will be supported through a coordinated attendance team, including the school counselor, FACES/community liaison, and office staff. The team will regularly monitor attendance data, identify chronically absent students across all student groups, and collaborate to provide targeted supports and outreach to families. Students with attendance concerns will be supported through SART and SARB processes, as well as ongoing communication with families to address barriers to attendance. Independent study contracts will be utilized for extended absences to maintain academic continuity. The school will also implement attendance incentives through PBIS Rewards, where students earn points for consistent attendance that can be redeemed for items, experiences, and raffles. Additional incentives and recognition systems will be developed to promote positive attendance habits. To expand these efforts, additional time outside of the instructional day and resources will be used to strengthen attendance team practices and provide Saturday School opportunities, allowing students to recover attendance and re-engage with school. These combined efforts are designed to			

increase daily attendance, reduce chronic absenteeism, and improve student engagement, particularly for student groups with higher absenteeism rates. Monitoring Metrics: -Attendance rates during targeted incentive days and activities -Participation and attendance in Saturday School -Frequency and documentation of SART and SARB meetings -Implementation and tracking of independent study contracts -Local attendance data, including chronic absenteeism rates -California School Dashboard Chronic Absenteeism indicator -Attendance trends by student group to monitor reduction in chronic absenteeism			
To enhance campus safety, staff will be supported through the use of two-way radios, including but not limited to devices for teachers, supervisors, paraprofessionals, the school nurse, and office staff, to allow for immediate and consistent communication across all areas of the school. This system will support faster response to student needs, improved coordination during supervision, and timely communication for behavioral, safety, and health-related situations. Staff will utilize radios during instructional and non-instructional times to monitor student behavior, respond to incidents, and communicate effectively with the office and health staff, ensuring a safe and structured environment. This increased communication will support proactive supervision, reduce response time to incidents, and strengthen overall school safety and organization. Monitoring Metrics: -Office referral data and trends related to supervision and response -Staff feedback on communication effectiveness and response time -Observation of response efficiency during incidents and supervision -Documentation of communication use during school day operations			

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2049
