

School Year: **2019-20**

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	Jessica Morrow
District Name	Palm Springs Unified School District
SPSA Revision Date	07/01/2019 - 06/30/2020
Schoolsite Council (SSC) Approval Date	October 17, 2019
Local Board Approval Date	November 26, 2019

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 five hundred students in Transitional Kindergarten through Fifth Grades. The Kindergarten complex is comprised of two classrooms with a separate playground. In 2009, a new outside eating structure, computer lab and library was completed.

All classrooms at Julius Corsini Elementary have LCD projectors, document cameras, and access to wireless internet. Programs and websites are available for student use. Each student in grades 1st-5th has 1:1 access to a Chrome Book, with grades 3-5 participating in the 24/7 Computer Program, and 2:1 access in grades TK and Kindergarten. 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 needs in reading and mathematics are being met through classroom practices and school interventions. Teachers use the Student Study Team to help identify students needing additional academic and behavioral support. These may also include special education resources, which include Special Day Classes, Resource Specialist and Speech and Language services. The Gifted and Talented Program is available to identified students. The English Language Learners receive full instruction in English.

For the 2019-2020 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 will include:

Academic Achievement, Human Resources development, Safe and Secure Environments and Parent and Community Partnerships. Julius Corsini will address these areas in the following ways:

Academic Achievement-

1. Common Core instruction (Wonders)
2. Ongoing assessment to identify deficiencies in early literacy (DIBELS and ESGI)
3. Response to Instruction (Rti) - unit development and guided reading through Principal's Exchange assessments
4. Math instruction that focuses on conceptual understanding and fluency (Bridges)
5. Project Based Learning
6. Acceleration of English Learner achievement through Designated ELD (Wonders)
7. Enrichment opportunities that require critical thinking
8. Career days to address career and college readiness

Human Resources Development

1. Professional Learning Communities that meet on a weekly basis
2. Highly skilled teachers assigned in areas of need

Safe and Secure Environments

1. PBIS School-wide program
2. Second Step (for social-emotional well being) lessons taught on a weekly basis
3. Closed campus
4. Counselor to address student needs
5. Mental Health Therapist 2 days/week to support student and family needs

Parent and Community Partnerships

1. Four-week cycle parent workshops to support parents and families
2. Increased parent volunteers
3. Bi-Yearly Family Game Night to tie CCSS lessons with family fun time.

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

Additional Targeted Support and Improvement

Students With Disabilities

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

Julius Corsini Elementary School Site Council (SSC) meets regularly during school year to review and update the school plan including proposed expenditures of Title I funds.

School goals are based upon comprehensive needs assessment that includes the analysis of verifiable state data, including information displayed on the CA School Dashboard. Other district and school data, including interim assessments, are utilized to further measure and monitor achievement throughout the school year. School goals are aligned with PSUSD LCAP goals and include the same metrics/indicators. Input and advice is solicited from school advisory committees including the ELAC and School Leadership team. The JCES School Plan addresses how LCFF and Title I funds will be used to improve the academic performance of Students with Disabilities.

Stakeholder 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

SSC Election dates and Results:

August 2018 - SSC notifications for the new positions were sent out to all of the parents. 5 parents self-nominated to fill 5 open spots on the JCES SSC. Ballots were sent home to all parents and to be returned by August 24. New parent reps were elected - Ms. Gallardo, Mr. Martin, Ms. Diaz, Ms. Lewis, and Ms. Padilla - to serve a 2 year term on the JCES SSC. Nomination letters and phone calls went out August 27 and training was conducted August 29.

Staff members on the School Site Council were all in their second year of their term and no elections were necessary.

SSC Meeting Dates and times:

August 29, 2018: SSC training- review of bylaws and election of officers- current copies of SPSA and bylaws given to all members to review.

October 17, 2018: Second reading and approval of the bylaws and officers, SPSA revisions reviewed and approved for 2018/2019 school year, review the current SPSA actions and current revisions of the budget allocations. Budget revisions discussed and approved.

March 12, 2019: Review of CA Dashboard data; discussion of academic, suspension, and attendance data. Input for 2019/2020 school year was given.

May 7, 2019: Evaluate SPSA actions and services, approve 2019/2020 SPSA and budget.

ELAC (English Learner Advisory Committee) Meeting Dates and Topics:

- August 29, 2018 – Met with ELAC to discuss and vote on combining with SSC for the year. ELAC and SSC met as a joint committee, throughout the year, to review goals and spending as it pertains to our site budget and allocations. Goals from the District English Learner Advisory Committee were shared through our DELAC representative and stakeholders were invited to share their input during the combined School Site Council/ELAC meetings.

Site Leadership met once a month to review goals, give input from their respective grade level teams, and provide feedback as to spending and initiatives on campus. This team also worked toward finding ideas and solutions for bringing up our Students with Disabilities populations.

Based on The evaluation of the implementation and effectiveness of the SPSA Actions (see Annual Evaluation and Needs Assessment section) and the review of the California School Dashboard, district benchmarks, and Panorama Survey Input The SSC recommended the following revisions to the SPSA:

- Funding Site Academic Coach
- Increased Parent/Family Participation Activities
- Upgrade Teacher Technology

Resource Inequities

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

Students with Disabilities have been identified as a group with a resource inequity through our needs assessment. Our Students with Disabilities (SWD) are performing 61.3 points below our All Student Group (-148.4 points from the standard) in Math and 71.7 points below our All Student Group (149.1 points from the standard) in ELA. There have been no specific expenditures to support the needs of this student group.

In the 2019/2020 SPSA we have addressed the resource inequities through three specific actions:

- Academic Coach who will work to support general education classroom teachers to better understand the needs of Students with Disabilities and English Language Learners. The academic coach will work with teachers to strategically target the areas of deficit such as guided reading groups/small group instruction and coach teachers to address the deficit. The Academic Coach will specifically target small group instruction and working with homogeneous groups of students to level work and increase student achievement. This will be in both ELA and Math and work to support the ongoing work our school is doing with Orenda Education - specifically focusing on guided reading instruction and small group math instruction as designated by Orenda Education for the 2019/2020 school year.
- After school interventions will target involvement for Students with Disabilities, who are performing below grade level in ELA and Math.
- Professional Development for staff will target how to plan, first, for Students with Disabilities and build best first instruction around strategies that will help our SWD to be successful first.

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, homeless youth, and foster youth have led to improved performance for these students.

Greatest Progress

Language Arts Indicator - Our largest gains, as measured by the California Dashboard, were with our English Language Learners in the area of Language Arts, with students gaining 19.5 points. 60.6% of English Learners had a score of 3 (moderately developed) or 4 (well developed) in English Learner Progress.

In order to continue and support this progress, by our English Learners, we will continue our work with Orenda Education (formerly Principals Exchange) to support leveled, differentiated, and ongoing support for student groups. In addition, with our 2019/2020 SPSA we have funded an Academic Coach in order to help ensure teachers, and thereby student groups - specifically Students with Disabilities and English Language Learners, are supported with fidelity to help meet the needs of all students.

For the 2019/2020 school year we will also be participating in Kagan training to help bring our student engagement level up and deepen the types of questions/conversations that are being had in the classroom. Through our continued professional development and ongoing feedback cycles, we will continue to address the needs and support growth of our English Language Learners.

Mathematics Indicator - English Learners showed progress in Mathematics, as measured by the California Dashboard, with students in this subgroup gaining 11.1 points in the area of Mathematics. In order to continue and support continued growth in Mathematics, for all students but especially highlighting English Learners and Students with Disabilities, we have added professional development and supports with Orenda Education (math supports), High Impact math (coaching and planning), as well as continued work with our PLCs but now more focused around the area of math.

Suspension Indicator - Julius Corsini Elementary also showed a decline in All Student suspension rates - declining by 1% or greater from the prior school year. The PBIS Team has worked to collect referral and suspension data to identify where the areas of most need were. Lunch was the "hot spot" as indicated by the data with 56% more referrals than any other area, as identified by through the 2017-2018 referral data. Using this data, it was identified that a significant factor in this progress (toward lessening referrals and aggressive incidents) was the use of Playworks to organize the recess systems. Due to Playworks implementation during recesses, students were able to have more structured recess time. The additional supervision support, in addition to the Playworks Coach, allowed for more adults to be on campus and watching students during their lunch and recess time, providing more structured play activities, and less unstructured time. Continuing for the 2018/2019 school year, our site has continued to develop school-wide expectations for every area on campus, continued to collect data to identify the new "hot spots," and refine our classroom practices to lessen classroom referral incidents.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category. Additionally, identify any areas that the school has determined need significant improvement based on review of state indicators, local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

ELA - Orange - Increased 7.6 points (still 77.4 points from standard). The student group with the largest differential from the standard is our Students with Disabilities at 149.1 points from the standard. As a school, we have planned to continue our work with Orenda Education (formerly Principals Exchange) in order to support leveled, differentiated, and ongoing support for student groups. In addition, with our 2019/2020 SPSA we have funded an Academic Coach in order to help ensure teachers, and thereby student groups, are supported with fidelity to help meet the needs of all students. We are also supported by the district's TSI team who is working to help us develop an ongoing plan of action to support our Students with Disabilities and help close the achievement gap through ongoing monitoring and goal setting. Through district funding, our site will be working with Kagan to build a better school community understanding of collaborative conversations and how to use those conversations to increase the rigor and close achievement gaps (both in all student group as well as students subgroups, including: Students with Disabilities).

Math - Orange - Maintained 0.8 points (still 87.1 points from standard). The student group with the largest differential from the standard is, once again, our Students with Disabilities at 148.4 points from the standard. As a school, we are adding Math to our ongoing work with Orenda Education to support leveled, differentiated, and ongoing support for our student groups. In addition, we will also be working with (and receiving guided planning and strategy support from) High Impact Math. The combination of High Impact Math and Orenda Education will support our staff's ongoing efforts in supporting our students and various student groups within. In addition, we will be working with ETIS to roll out improved technology supports to give students more virtual supports and give teachers better connection to the technology/supports to connect to their lessons.

Chronic Absentee - Red - 26% Chronically Absent (increased 3.1%). There are a variety of factors leading to our 26% Chronic Attendance rate.

Suspension: We are establishing and implementing a school-wide positive behavior plan. This plan will include a matrix of interventions for unwanted behaviors, behavioral expectations for the campus (posted throughout the campus) that will be monitored and enforced with fidelity, by all staff, through use of PBIS Rewards (positive points as well as online major/minor referrals monitored). Site Counselor, Site Mental Health Therapist, Academic Coach, and Site Intervention Teacher will provide professional development and ongoing support to teachers to ensure behavior plans are being followed to fidelity.

Greatest Needs

Parent/Community Involvement: Ongoing Family Education Nights to support families and teach them how to support their students at school. Awards for families whose students meet the district's 96% attendance goal as well as for those families who meet their positive attendance goals.

Community Liaison: Offering attendance incentives for those who have met their attendance goals. In addition, community liaison will now also be offering incentives to students who meet the district's 96% attendance marker each month. Community Liaison will also continue to meet with families, through SART/SARB and home visits, to communicate the importance of students being in school and providing resources families need in order to ensure students' academic success.

At the start of the 19-20 school year, a through review of the preliminary 2018-2019 CAASPP results was conducted. Overall, each grade level showed growth in both ELA and Math with significant growth seen in both 3rd grade (ELA and Math) and 5th grade ELA. 4th grade showed the slowest growth in both ELA and Math. Through review of our referral data for the 19-20 school year, to date, we have noticed an upswing with referrals up 30% and suspension rates. As a result, we have reallocated funding to go toward Para-Behavior and implementation of a PBIS Solutions Room to help meet students social emotional needs at the PBIS Tier 1 and Tier 2 levels. Funds were able to be reallocated due to the fact that Academic Coach left the district and based on the academic growth made during the 2018-19 school year without an academic coach it was determined that the funds could be better utilized to support other areas with greater needs.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. Additionally, identify any areas in which the school has determined there are significant performance gaps based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these performance gaps?

Performance Gaps

Students with Disabilities have been identified as our lowest performing sub-group of students. Although there was an increase of 14.2 points in Language Arts and an increase of 25.6 points in Math, students are still -149.1 and -148.4 points from the standard, respectively. To help continue the positive trajectory of this student group, during the 2019/2020 school year, we will continue our work with Orenda Education to ensure high quality, differentiated support of teachers and students. In addition, we will be adding in professional development with both High Impact Math and Kagan to deepen the level of questioning and conversations being had in the classrooms. Students receiving support services in RSP now receive instruction that is directly aligned to their General Education classes as well as the individual IEP goals. Students identified as SDC are exposed to grade level curricular standards as well as their IEP goals to build concepts and understanding. General Education students, identified as needing Intensive Support, receive differentiated small group instruction daily, within their General Education classroom. Three instructional aides, a Teacher on Special Assignment, and our Intervention teacher will work in classrooms to support teachers in providing these additional supports for students. Based on state and local indicators, the All Student group was in the orange grouping for both ELA and Math - all subgroups fell within the orange and red bands - there are no significant performance gaps between the All Student group and each of the subgroups.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	0.2%	0.66%	0.68%	1	3	3
African American	11.2%	11.43%	7.43%	54	52	33
Asian	0.6%	0.66%	0.9%	3	3	4
Filipino	0.4%	0.44%	0.68%	2	2	3
Hispanic/Latino	72.3%	74.29%	75.45%	350	338	335
Pacific Islander	%	%	%			
White	10.1%	9.01%	11.04%	49	41	49
Multiple/No Response	%	%	%			
Total Enrollment				484	455	444

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Kindergarten	96	89	96
Grade 1	65	73	68
Grade 2	83	59	69
Grade 3	69	84	69
Grade 4	71	75	77
Grade 5	100	75	65
Total Enrollment	484	455	444

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	212	198	169	43.8%	43.5%	38.1%
Fluent English Proficient (FEP)	13	16	28	2.7%	3.5%	6.3%
Reclassified Fluent English Proficient (RFEP)	10	16	17	4.3%	7.5%	8.6%

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	68	76	69	66	76	68	66	76	68	97.1	100	98.6
Grade 4	71	72	77	68	70	75	68	70	75	95.8	97.2	97.4
Grade 5	93	67	63	92	67	63	91	67	63	98.9	100	100
All Grades	232	215	209	226	213	206	225	213	206	97.4	99.1	98.6

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2354.	2348.	2400.	6.06	5.26	13.24	12.12	13.16	25.00	24.24	22.37	29.41	57.58	59.21	32.35
Grade 4	2387.	2396.	2402.	2.94	5.71	6.67	8.82	12.86	18.67	19.12	24.29	20.00	69.12	57.14	54.67
Grade 5	2410.	2415.	2467.	2.20	2.99	12.70	17.58	14.93	22.22	20.88	28.36	26.98	59.34	53.73	38.10
All Grades	N/A	N/A	N/A	3.56	4.69	10.68	13.33	13.62	21.84	21.33	24.88	25.24	61.78	56.81	42.23

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	9.09	6.58	14.71	27.27	38.16	55.88	63.64	55.26	29.41
Grade 4	8.82	5.71	6.67	41.18	47.14	44.00	50.00	47.14	49.33
Grade 5	8.79	7.46	12.70	32.97	44.78	46.03	58.24	47.76	41.27
All Grades	8.89	6.57	11.17	33.78	43.19	48.54	57.33	50.23	40.29

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.58	3.95	4.41	31.82	30.26	54.41	60.61	65.79	41.18
Grade 4	4.41	1.43	0.00	29.41	44.29	40.00	66.18	54.29	60.00
Grade 5	6.59	7.46	14.29	31.87	34.33	42.86	61.54	58.21	42.86
All Grades	6.22	4.23	5.83	31.11	36.15	45.63	62.67	59.62	48.54

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	4.55	7.89	14.71	53.03	52.63	73.53	42.42	39.47	11.76
Grade 4	7.35	5.71	5.33	58.82	67.14	66.67	33.82	27.14	28.00
Grade 5	3.30	4.48	9.52	51.65	41.79	65.08	45.05	53.73	25.40
All Grades	4.89	6.10	9.71	54.22	53.99	68.45	40.89	39.91	21.84

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	9.09	5.26	11.76	36.36	43.42	58.82	54.55	51.32	29.41
Grade 4	2.94	11.43	9.33	41.18	44.29	41.33	55.88	44.29	49.33
Grade 5	4.40	5.97	12.70	38.46	38.81	57.14	57.14	55.22	30.16
All Grades	5.33	7.51	11.17	38.67	42.25	51.94	56.00	50.23	36.89

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	68	76	69	68	76	68	68	76	68	100	100	98.6
Grade 4	71	72	77	69	70	75	69	70	75	97.2	97.2	97.4
Grade 5	93	67	63	90	67	63	90	67	63	96.8	100	100
All Grades	232	215	209	227	213	206	227	213	206	97.8	99.1	98.6

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2370.	2362.	2400.	7.35	5.26	10.29	11.76	17.11	27.94	32.35	19.74	20.59	48.53	57.89	41.18
Grade 4	2396.	2396.	2409.	1.45	1.43	2.67	10.14	12.86	13.33	37.68	31.43	32.00	50.72	54.29	52.00
Grade 5	2421.	2419.	2447.	3.33	1.49	3.17	5.56	5.97	12.70	28.89	23.88	28.57	62.22	68.66	55.56
All Grades	N/A	N/A	N/A	3.96	2.82	5.34	8.81	12.21	17.96	32.60	24.88	27.18	54.63	60.09	49.51

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	13.24	11.84	29.41	30.88	25.00	27.94	55.88	63.16	42.65
Grade 4	5.80	4.29	12.00	21.74	24.29	21.33	72.46	71.43	66.67
Grade 5	4.44	4.48	7.94	24.44	16.42	31.75	71.11	79.10	60.32
All Grades	7.49	7.04	16.50	25.55	22.07	26.70	66.96	70.89	56.80

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.35	5.26	16.18	42.65	28.95	51.47	50.00	65.79	32.35
Grade 4	1.45	7.14	6.67	39.13	28.57	37.33	59.42	64.29	56.00
Grade 5	3.33	1.49	11.11	28.89	25.37	31.75	67.78	73.13	57.14
All Grades	3.96	4.69	11.17	36.12	27.70	40.29	59.91	67.61	48.54

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	10.29	13.16	13.24	38.24	42.11	50.00	51.47	44.74	36.76
Grade 4	2.90	4.29	6.67	31.88	38.57	44.00	65.22	57.14	49.33
Grade 5	3.33	1.49	1.59	27.78	26.87	42.86	68.89	71.64	55.56
All Grades	5.29	6.57	7.28	32.16	36.15	45.63	62.56	57.28	47.09

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1422.0		1437.3		1386.1		43	
Grade 1	1469.8		1478.6		1460.5		35	
Grade 2	1491.3		1487.1		1495.1		26	
Grade 3	1444.6		1439.5		1449.1		32	
Grade 4	1468.9		1464.3		1472.8		23	
Grade 5	1477.6		1467.0		1487.6		29	
All Grades							188	

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	30.23		34.88		25.58		*		43	
1	42.86		31.43		*		*		35	
2	53.85		*		*		*		26	
3	*		37.50		*		43.75		32	
All Grades	26.60		34.04		18.62		20.74		188	

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	41.86		34.88		*		*		43	
1	62.86		*		*		*		35	
2	57.69		*		*				26	
3	*		43.75		*		*		32	
4	*		52.17		*		*		23	
All Grades	37.77		34.04		13.83		14.36		188	

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*		*		53.49		*		43	
1	*		*		*		40.00		35	
2	*		42.31		*		*		26	
3	*		*		*		59.38		32	
5	*		*		*		37.93		29	
All Grades	15.96		17.55		31.91		34.57		188	

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	55.81		34.88		*		43		
1	65.71		*		*		35		
2	76.92		*				26		
3	34.38		46.88		*		32		
4	*		56.52		*		23		
5	*		51.72		*		29		
All Grades	48.94		38.30		12.77		188		

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	51.16		32.56		*		43		
1	62.86		*		*		35		
2	61.54		*		*		26		
3	*		46.88		37.50		32		
4	*		47.83		*		23		
5	44.83		*		*		29		
All Grades	44.68		36.17		19.15		188		

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*		72.09		*		43	
1	34.29		31.43		34.29		35	
2	61.54		*		*		26	
3	*		*		65.63		32	
4			52.17		47.83		23	
5	*		*		55.17		29	
All Grades	19.68		42.55		37.77		188	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	34.88		34.88		30.23		43	
1	*		37.14		34.29		35	
2	*		61.54		*		26	
3	*		50.00		43.75		32	
4	*		56.52		*		23	
5	*		51.72		*		29	
All Grades	23.94		46.81		29.26		188	

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
455	95.8%	43.5%	1.1%
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	198	43.5%
Foster Youth	5	1.1%
Homeless	59	13.0%
Socioeconomically Disadvantaged	436	95.8%
Students with Disabilities	69	15.2%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	52	11.4%
American Indian	3	0.7%
Asian	3	0.7%
Filipino	2	0.4%
Hispanic	338	74.3%
Two or More Races	16	3.5%
White	41	9.0%

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 1

All students at Julius Corsini Elementary School (JCES) will increase grade level proficiency in standards in the core academic subjects: English language arts, math, social studies and science.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>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)</p>	<p>"Blue" or "Green" student groups: Maintain status in either blue or green performance levels for each group per the corresponding 5x5 Color Table for the Academic Indicator from 2017 results.</p> <p>"Yellow" student groups: Meet or exceed targets for the "Increased" change column for each student group from 2017 results. Target growth for ELA will be an increase of 7 to 20 points for each group.</p> <p>"Orange" student groups: Meet targets for the "Increased" change column for each student group from 2017 results. Target growth for ELA will be an increase of 7 to 20 points for each group.</p> <p>"Red" student groups: Meet targets for the "Increased Significantly" change column for each student group from 2017 results. Target growth for ELA will be an increase of 20 or more points for each group.</p>	<p>California School Dashboard - Academic Indicator for English Language Arts (Color (DFM) - Status - Level - Change) All Students (ALL) Orange (-77.4) - Very Low - Increased - 7.6 English Learners (EL) Orange - Very Low(-75.3) - Increased Significantly - 19.5 Hispanic (Hisp) Orange (-76.9) - Very Low - Increased - 4.8 African American (AA) None - Very Low - Increased Significantly - 20.9 Socioeconomically Disadvantaged (SED) Orange (-79.8) - Very Low - Increased - 8.6 Students with Disabilities (SWD) Orange (-149.1) - Very Low - Increased - 14.2</p>
<p>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)</p>	<p>"Blue" or "Green" student groups: Maintain status in either blue or green performance levels for each group per the corresponding 5x5 Color Table for the Academic Indicator from 2017 results.</p> <p>"Yellow" student groups: Meet or exceed targets for the "Increased" change column for each student group from 2017 results. Target growth for Mathematics will be an increase of 5 to 15 points for each group.</p> <p>"Orange" student groups: Meet targets for the "Increased" change</p>	<p>California School Dashboard - Academic Indicator for Mathematics (Color (DFM)- Status - Level - Change) All Students (ALL) Orange (-87.1) - Low - Maintained - 0.8 English Learners (EL) Yellow (-88.7) - Low - Increased - 11.1 Hispanic (Hisp) Orange (-89.3) - Low - Decreased - (-6.2) African American (AA) None - Low - Increased Significantly - 28.7</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
	<p>column for each student group from 2017 results. Target growth for Mathematics will be an increase of 5 to 15 points for each group.</p> <p>"Red" student groups: Meet targets for the "Increased Significantly" change column for each student group from 2017 results. Target growth for Mathematics will be an increase of 15 or more points for each group.</p>	<p>Socioeconomically Disadvantaged (SED) Orange (-79.9) - Low - Maintained - 0.7</p> <p>Students with Disabilities (SWD) Orange (-148.4) - Very Low - Increased Significantly - 25.6</p>
<p>California School Dashboard - English Learner Progress Indicator (ELPI)</p>	<p>Upon release of ELPI in the Fall Dashboard: "Blue" or "Green" 2017 result: Maintain status in either blue or green performance levels for each group per the corresponding 5x5 Color Table for the ELPI from 2017 results.</p> <p>"Yellow" 2017 result: Meet or exceed targets for the "Increased" change column from 2017 results. Target growth for the ELPI will be an increase of 1.5% to 10%.</p> <p>"Orange" 2017 result: Meet targets for the "Increased" change column from 2017 results. Target growth for the ELPI will be an increase of 1.5% to 10%.</p> <p>"Red" 2017 result: Meet targets for the "Increased Significantly" change column from 2017 results. Target growth for the ELPI will be an increase of 10% or more.</p>	<p>California School Dashboard - English Learner Progress Indicator Baseline Results: Level 4 - Well Developed - 26.6% Level 3 - Moderately Developed - 34% Level 2 - Somewhat Developed - 18.6% Level 1 - Beginning Stage - 20.7%</p>
<p>English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate</p>	<p>The English Learner RFEP Reclassification Rate will meet or exceed the Riverside County in 2017-2018.</p>	<p>English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate (7.5%)</p>
<p>3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)</p>	<p>Increase overall and subgroup 3rd grade ELA SBAC proficiency by 4% from 2017 level. Increase EL, Hispanic, and African American student groups ELA SBAC proficiency by 6% from 2017 level.</p>	<p>3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL) - 18.42 English Learners (EL) - 10.35 Hispanic (Hisp) - 16.36 African American (AA) - NA Socioeconomically Disadvantaged (SED) - 16.44 Students with Disabilities (SWD) - 0</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
3rd Grade Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Results Percentage of students meeting target Composite Score on Benchmark 3 test All Students (ALL)	Percentage of students meeting benchmark on the 3rd grade DIBELS composite score from Benchmark 3 will increase 4% for all groups from 2016-2017 data.	3rd Grade Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Results Percentage of students meeting target Composite Score on Benchmark 3 test All Students (ALL) 35.3% - Green - Likely to Need Core Support 8.8% - Yellow - Likely to Need Strategic Support 55.9% - Red - Likely to Need Intensive Support
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance - 100%	Williams Textbook/Materials Compliance - 100%

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Faithful and consistent implementation of effective scientifically research-based instructional strategies, which include explicit skill strategies of: whole group instruction, small group instruction, early literacy strategies, guided reading, writing process, thinking maps, conceptual math, and ELD instruction. Materials and manipulatives to support student learning.	Materials were purchased to support ongoing work with Orenda Education. Guided reading books, VersaTiles, manipulatives, posters, headphones, and electronic subscriptions were purchased to purchase supplements to classroom curriculum.	Supplemental Instructional materials to support Common Core implementation 4000-4999: Books And Supplies LCFF 20543	Supplemental Instructional Materials to support 4000-4999: Books And Supplies LCFF 27228
Standards based report cards will be used by teachers to monitor the implementation and progress of student mastery of standards.	Standards based report cards will be used by teachers to monitor the implementation and progress of student mastery of standards.	Supplemental Instructional materials to support Common Core implementation 4000-4999: Books And Supplies Title I 6262	Supplemental Instructional materials to support Common Core implementation 4000-4999: Books And Supplies Title I 4201
Administration and grade level chairs will participate in classroom observations and evidence walks to	Teachers participated in learning walks with ELA TOSA centered around Principals	District Provided	District Provided
		Teacher Professional Development sub costs	Teacher Professional Development Sub Costs

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>monitor program and research based strategy implementation. Tiered support calibration walk throughs with Principal's Exchange to support and monitor implementation of strategies. Teachers will be given collaboration time to meet, analyze, discuss, and plan curriculum aligned to CCSS for ELA and Mathematics.</p>	<p>Exchange/Orenda Education guided reading instruction and whole group work. Teachers were given additional collaboration time to meet and plan with other Orenda Education schools.</p>	<p>5700-5799: Transfers Of Direct Costs LCFF 4000</p> <p>Teacher Professional Development sub costs 5700-5799: Transfers Of Direct Costs Title I 2000</p>	<p>5700-5799: Transfers Of Direct Costs LCFF 1974</p> <p>Teacher Professional Development Sub Costs 5700-5799: Transfers Of Direct Costs Title I 1316</p>
<p>The administration and teachers will be well versed in educational practices surrounding Common Core State Standards in ELA and Mathematics. On site coaching including Principal's Exchange, Technology TOSAs, ELD TOSA for Designated ELD focus on the writing process, and Math TOSA for support with development of conceptual understanding in Mathematics. Certificated staff to attend training and coaching.</p>	<p>On and off site professional development provided to teaching staff by ELD ToSA, Technology ToSA, ELA ToSA, Math ToSA, Principals Exchange/Orenda for Guided Planning Instruction. On site ELA ToSA provided "Coach's Corner" mini-training for specific needs/trends viewed within the classrooms.</p>	<p>Teacher Professional Development sub costs 5700-5799: Transfers Of Direct Costs LCFF 4500</p> <p>Teacher Professional Development sub costs 5700-5799: Transfers Of Direct Costs Title I 2344</p>	<p>Teacher Professional Development sub costs 5700-5799: Transfers Of Direct Costs LCFF 1974</p> <p>Teacher Professional Development sub costs 5700-5799: Transfers Of Direct Costs Title I 1316</p>
<p>Teachers will collaborate to analyze data in order to plan instruction interventions to support the needs of the students Using this data teacher will create TIER II interventions and implemented as needed. Teachers will create unit lessons for Math and ELA based upon strategies learned in Principal's exchange and Kris Tom trainings. Administration will support teacher PLC's.</p> <p>Grade level teams meet a minimum of two times per</p>	<p>Teachers met weekly to collaborate and plan instructional interventions that aligned to Orenda Education. Teachers were able to create a TIER II support system for struggling students in their classrooms. Teachers were also able to meet with Bella Vista Elementary teachers, both inside and outside of designated collaboration time, to develop lessons, interventions, and discuss student data. Materials and supplies were purchased to support student needs.</p>	<p>Instructional Materials 4000-4999: Books And Supplies Title I 2500</p>	<p>Instructional Materials 4000-4999: Books And Supplies Title I 4201</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>month to create and plan unit lessons based upon recent student assessment results and grade level standards.</p> <p>Materials to include, but not limited to, leveled readers/chapter books, paper, manipulatives, headphones for use with software support programs, writing paper, pencils, colored paper, toner for classroom printers.</p>	<p>Materials included; headphones for use with software support programs, toner for classroom printers, guided reading/leveled reading books, Making Words books for professional development support, manipulative, Versatiles.</p>		
<p>Administration and TK-5th grade teachers will be given the opportunity to attend professional development outside of PSUSD to develop and support their knowledge in CCSS, NGSS, technology and all curricular areas. These include, but are not limited to, CUE, CAFE, PBIS, Kegan.</p>	<p>Teachers attended multiple conferences throughout the school year - many of which ended up being free or a very low cost. Conferences attended included; Are You "With It" - Classroom PBIS, Excellence Through Equity, CUE Conference, Kagan Win-Win Discipline, Kagan Thinking Skills, Facilitating Restorative Practices Workshop, Inter-Agency Symposium.</p>	<p>Conference and travel for administration and teachers to attend PD 5000-5999: Services And Other Operating Expenditures LCFF 1500</p>	<p>Conference and travel for administration and teachers to attend PD 5000-5999: Services And Other Operating Expenditures LCFF 309</p>
<p>Intervention personnel will be hired to assist with support with ELA intervention program. To provide additional support during Designated ELD instructional block as well as ELA TIER II intervention.</p>	<p>Intervention personnel was hired/maintained to support guided reading/center instruction during TIER II ELA interventions. Intervention personnel did take longer than expected to get hired - leading to cost being less than projected. Intervention Paraeducators were able to work with grades K-5, 5 days a week.</p>	<p>.321 FTE Classified ELA intervention Personnel 2000-2999: Classified Personnel Salaries LCFF 11122</p> <p>.321 FTE Classified ELA intervention Personnel 2000-2999: Classified Personnel Salaries LCFF 14283</p>	<p>.321 FTE Classified ELA intervention Personnel 2000-2999: Classified Personnel Salaries LCFF 11607</p> <p>.321 FTE Classified ELA intervention Personnel 2000-2999: Classified Personnel Salaries LCFF 6557</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	<p>Paraeducators were able to work with small groups, up 3 rotations of 6 students per group per day in Kindergarten. In grades 1-5 Paraeducators worked with two groups of 5 students per session, per day, reaching a total of 50 students per day. Our Certificated Intervention Support Teacher worked with small groups of 5 students per session, 5 sessions per day - seeing students every other day or every day based upon need. Certificated Intervention Support was focused primarily on grades 3-5 (as district support gave funding for separate intervention funding for grades K-2 Certificated Intervention Support) and reached approximately 60 students every 6-8 week cycle.</p>	<p>.49 Certificated ELA Intervention Support 1000-1999: Certificated Personnel Salaries LCFF 29995</p> <p>Certificated Benefits 3000-3999: Employee Benefits LCFF 1933</p> <p>1 5.75 hr para-instructional Classified 2000-2999: Classified Personnel Salaries Title I 19168</p> <p>Classified Benefits 3000-3999: Employee Benefits Title I 5895</p>	<p>.49 Certificated ELA Intervention Support 1000-1999: Certificated Personnel Salaries LCFF 31085</p> <p>Certificated Benefits 3000-3999: Employee Benefits LCFF 1913</p> <p>1 5.75 hr para-instructional Classified 2000-2999: Classified Personnel Salaries Title I 16490</p> <p>Classified Benefits 3000-3999: Employee Benefits Title I 5700</p>
<p>Develop and support existing enrichment and intervention opportunities outside of the regular school day instructional time such as music, coding, 24/7 online tutoring, etc. Before school homework support for students who are unable to stay after school.</p>	<p>Enrichment programs including cheer, technology/coding, music performance, and tutoring were offered this school year to help students to feel more connected to the school.</p>	<p>Certificated salaries 1000-1999: Certificated Personnel Salaries LCFF 2500</p> <p>Certificated benefits 3000-3999: Employee Benefits LCFF 568</p>	<p>Certificated salaries 1000-1999: Certificated Personnel Salaries LCFF 2635</p> <p>Certificated benefits 3000-3999: Employee Benefits LCFF 414</p>
<p>Targeted EL Professional Development for the implementation of Wonder's ELD support curriculum and techniques to support EL learners in Literacy. On-site coaching scheduled for grade level teams to plan, observe,</p>	<p>On-site coaching provided to teams by ELA ToSA during "Coach's Corner" - where ELA ToSA would deep dive into specific strategies based on trends we were seeing in classrooms. Planning time was given to teachers so they could</p>	<p>Extra Services Salaries 1000-1999: Certificated Personnel Salaries Title I 2000</p> <p>Extra Services Benefits 3000-3999: Employee Benefits Title I</p>	<p>Extra Services Salaries 1000-1999: Certificated Personnel Salaries Title I 1811</p> <p>Extra Services Benefits 3000-3999: Employee Benefits Title I</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>and debrief throughout the year.</p> <p>Planning time for teachers to meet beyond the contractual day to develop and discuss the implementation of Wonders ELA and Math curriculum to support ELL learners.</p>	<p>meet beyond the instructional day either with their team or their team plus the other Orenda Education school.</p>	<p>455</p>	<p>450</p>
<p>Teachers will utilize software such as LEXIA Core 5, NewsELA, PearDeck , Kahoot, Dreambox,. Accelerated Reader, and other programs to support intervention and enrichment programs such as coding.</p>	<p>PBIS Rewards, Kahoot, and Accelerated Reader were purchased with funding as well as OZObot coding subscription and robots for student enrichment.</p>	<p>Site licenses, software and programs 5000-5999: Services And Other Operating Expenditures Title I 2440</p> <p>Site licenses, software and programs 4000-4999: Books And Supplies LCFF 3500</p>	<p>Site licenses, software and programs 5000-5999: Services And Other Operating Expenditures Title I 1638</p> <p>Site licenses, software and programs 4000-4999: Books And Supplies LCFF 3523</p>
<p>Technology materials will be purchased to replace and continue JCES's 1:1 device initiative which includes and is not limited to tablets, technology carts, Chrome Books, Classroom instructional devices such as laptops, LCD projectors (LCD Bulbs), and document cameras. Insurance for some devices will also be required to be purchased.</p>	<p>This year we went live with the 24/7 program for grades 3-5 where the district provided many of the Chromebooks, replacements, and repairs. Some classroom instructional devices (LCD projectors/bulbs) were purchased with funding.</p>	<p>Site licenses, software and programs</p> <p>4000-4999: Books And Supplies Title I 2500</p> <p>Technology Insurance 5000-5999: Services And Other Operating Expenditures Title I 250</p>	<p>Site licenses, software and programs</p> <p>4000-4999: Books And Supplies Title I 2500</p> <p>Technology Insurance 5000-5999: Services And Other Operating Expenditures Title I 0</p>

Analysis

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

In our second year of implementation with Orenda Education we have started to see changes in instructional practices. We have seen a slight increase in our Language Arts Orenda Unit Benchmarks, across grade levels, and we are seeing a larger difference in the level of rigor and student discourse within the classrooms. Students are more engaged in their learning and teachers have started offering more opportunities for students to engage and express their understanding. Student engagement was measured using walk through data collection by principal, Orenda Walk Through Protocol, and visiting campus walk throughs. Teachers have benefited from the Orenda Education collaboration days and working with

the other Orenda school, specifically focusing on guided reading instruction, Word Work, call-and-response, student gesturing, Fun-Fast-Furious.

Intervention was offered to grades K-5, in a pull out and push in model, for students not yet mastering grade level standards. Students were selected for pull out intervention based upon Orenda unit assessments, SMART goal data, and the San Diego Quick Assessment. K-2 teachers reported seeing growth in their students who attended regularly (3x weekly) and felt that the pull out, small group setting really benefited their students. Students growth was measured using Orenda benchmark/short cycle assessments and a second administration of the Sand Diego Quick Assessment. Through these assessments, we were able to see growth in 47 of the 60 students who were continuously monitored. Students showed an average of 15% improvement over the previous assessment.

The district's Early Literacy ToSA worked diligently with our second and third grade teams to help them develop their PLCs, model lessons, and give feedback. She also tested students, worked with small groups/individuals, and provided meaningful data to teachers.

Professional development was offered onsite by a variety of community and district experts. Staff was also sent to conferences and PD off site and then able to report back/train staff when they returned. For the 2018/2019 school year, professional development did focus on All Student Groups - as opposed to specific subgroups - due to our testing deficits in the All Students category (which includes the subgroups of English Learners and Students with Disabilities).

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

When the original budget was developed it was developed by the previous administrator - multiple changes were made by SSC with the new administration aligning the budget to reflect the needs of the school site.

Funding allocations changed for our supervision aides, bringing them from General Fund over to LCFF funding. As a result, various budgets were tightened, however more funding, through School Site Council was made available for materials and supplies to focus specifically on our English Learner and Students with Disabilities populations.

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.

The district will be funding our intervention teacher for the 2019-2020 school year, freeing up funding for us to instead hire an Academic Coach who can provide more classroom support - especially to support teachers in meeting the needs of Students with Disabilities and English Language Learners. In addition, we have moved from having two 3 hour classroom para and one 5.75 classroom para, to only having one 5.75 additional classroom paraeducator (in addition to the two funded by the district).

Moving forward we are working on developing connections with community and neighborhood groups. We are working with these groups to help fund enrichment experiences for our students and help provide additional supplemental materials and experiences.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 2

JCES will increase parent engagement 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)	Improve overall and each student group attendance rates from 2016-2017 rates by 1% or maintain 95% attendance rate. Increase AA and SWD student group attendance rates by 2% from 2016-2017 rates.	Student Attendance Rates All Students (ALL)
Chronic Absenteeism Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Establish baseline California School Dashboard Performance Level for each student group from 2016-2017 data upon CDE release in 2017-2018.	Chronic Absenteeism Rates (Color (%) - Status - Level - Change) All Students (ALL) - Red (26%) - Very High - Increased 3.1% English Learner (EL) - Red (21.8%) - Very High - Increased 0.7% Hispanic (Hisp) - Red (23.7%) - Very High - Increased 1.8% African American (AA) - Red (37.1%) - Very High - Increased 13.7% Socioeconomically Disadvantaged (SED) - Red (26.8%) - Very High - Increased 3.4% Students with Disabilities (SWD) - Red (27.6%) - Very High - Increased 3.3%
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Elementary School Students (ES) Middle School Students (MS) High School Students (HS) English Learner (EL) Hispanic (Hisp) African American (AA)	Baseline for family connectedness will be determined using the Sense of Belonging (School Connectedness) measure of the district's family climate survey via the Panorama Education system.	Family School Connectedness via Panorama Family Climate Survey Baseline Results (Fall 2017): All Students (ALL) - 73% English Learner (EL): <ul style="list-style-type: none"> • ELB - 60% • ELEA - 64% • ELEI - 62% • ELI - 74% • EO - 74% • RFEP - 92% Hispanic (Hisp) - 73% African American (AA) - 73%

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Make available Parent Nights, 24/7 Technology Parent Information Night, Make-and-Take ELA/Math Nights, and Family Game Night to provide parents with tools to support their children at home in fun learning activities. Materials for the event to support parent involvement in student learning.</p>	<p>Family Nights for Math, ELA, 24/7 Technology, and game nights were offered this school year. In addition, onsite parenting classes, English classes, and childcare were also provided.</p>	<p>Extra duty- Certificated wages 1000-1999: Certificated Personnel Salaries Title I Part A: Parent Involvement 1600</p> <p>Certificated benefits 3000-3999: Employee Benefits Title I Part A: Parent Involvement 347</p> <p>Materials and Supplies 4000-4999: Books And Supplies Title I Part A: Parent Involvement 190</p>	<p>Extra duty- Certificated wages 1000-1999: Certificated Personnel Salaries Title I Part A: Parent Involvement 1945</p> <p>Certificated benefits 3000-3999: Employee Benefits Title I Part A: Parent Involvement 350</p> <p>Materials and Supplies 4000-4999: Books And Supplies Title I Part A: Parent Involvement 190</p>
<p>JCES Community Liaison will meet with principal on a regular basis to discuss improving attendance and continue SART meetings and effectively use the SARB process. Daily phone contact will be made to clear absences.</p>	<p>Weekly meetings were held between the Community Liaison, Attendance Clerk, Counselor, and Principal to discuss student attendance and how to improve student attendance. SART meetings were held bi-weekly to alert families to their student's attendance rate, explain laws, and offer resources/assistance.</p>	<p>District Provided</p>	<p>District Provided</p>
<p>Community Liaison will facilitate monthly awards students and classes with attendance rates 96% or above. Students identified as Chronic Attendance concerns will be pulled monthly and given awards for improvement each month. End of the year awards given to students with 10% improvement overall. Liaison will order</p>	<p>Monthly awards facilitated to students who met their attendance goal (from the previous month) and the class with the best attendance. Community Liaison worked with PTA and other community organizations to provide materials and supplies as needed. Students recognized for student of the week based</p>	<p>Attendance Awards & Charms 4000-4999: Books And Supplies LCFF 1000</p>	<p>Attendance Awards & Charms 4000-4999: Books And Supplies LCFF 1000</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>materials and supplies as needed. Students will be recognized as Student of the Week, Daily HERO, and weekly PBIS Positive reinforcement awards.</p>	<p>on PBIS school-wide expectations.</p>		
<p>Bilingual aides will support teachers in school wide events such as parent conferences to translate information from school to parent.</p>	<p>Bilingual aides were present at school-wide events (parent classes, parent teacher conferences, family events on campus) to translate information for the school and parent.</p>	<p>Classified Extra Duty 2000-2999: Classified Personnel Salaries Title I 2000</p> <p>Classified Benefits 3000-3999: Employee Benefits Title I 500</p>	<p>Classified Extra Duty 2000-2999: Classified Personnel Salaries Title I 388</p> <p>Classified Benefits 3000-3999: Employee Benefits Title I 38</p>
<p>Homework folders will assist students in organizing homework and facilitate home to school communication. Creating of large laminated posters to increase communication with families/community. Purchase of specialized paper for poster making, laminate, toner for poster maker.</p>	<p>Homework folders provided to teachers for home-school communication. Specialized materials were purchased for postermaker to help facilitate ongoing communication between the school and outside community.</p>	<p>Communication student folders 4000-4999: Books And Supplies Title I 800</p>	<p>Communication student folders 4000-4999: Books And Supplies Title I 800</p>
<p>JCES will organize our annual College and Career day for 4th and 5th grade students. Students from DHSHS academies will be invited to promote HS graduation and future planning. Local community members and high educations facilities such as DHS police officers, electricians, doctors, COD will also attend. Increase awareness of A-G and local universities through 4th and 5th grade</p>	<p>College and Career Day offered school-wide. Speakers came to speak with students. Community members (police, fire, local government) came to speak with students throughout the year and pushed doing well in school and being college/career ready.</p>	<p>Supplies and materials 4000-4999: Books And Supplies LCFF 1000</p> <p>Transportation for fieldtrips 5000-5999: Services And Other Operating Expenditures LCFF 2000</p>	<p>Supplies and materials 4000-4999: Books And Supplies LCFF 1000</p> <p>Transportation for fieldtrips 5000-5999: Services And Other Operating Expenditures LCFF 1410</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
college and university fieldtrips.			
JCES will continue to build it's Read Across America week, inviting community guest readers to support our student in knowing about the community they live in.	Community members were invited to read to classrooms during Read Across America Week. Guest readers were able to talk to our school community and build relationships.		

Analysis

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

Back to School Night was held the day before school started, in August. Students and parents were able to meet and interact with their teacher, learn about classroom/school rules, and learn more about what was going on at Corsini this year. School Site Council meetings were held throughout the year, in combination with ELAC. PTA offered a variety of activities for families and also participated in school sponsored events. The Family Center offered 7 Habits of Highly Successful Families and the ELD office offered on site Beginning English classes - childcare was provided in both cases. We did anticipate a stronger turnout at after school events and our parent workshops. With a more clearly outlined calendar, for the 2019/2020 school year we believe we will be able to encourage more families to attend events and become more involved in our school.

Students were recognized weekly (Student of the Week) for honoring the Coyote Code - Safety, Responsibility, and Respect - by their teachers and principal. Students receiving these awards would earn Coyote Cash that could be redeemed at our Student Store. There were also three awards assemblies this year, honoring; Coyote Code, Attendance, and Special Achievements.

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

Bilingual staff turnover resulting in vacant, hard to fill positions led to a surplus. We lost 2 bilingual paraeducators (3 hours each) this year due to their finding full time employment elsewhere. Not having people in those spots, and ultimately deciding with School Site Council not to fill those spots, resulted in a surplus. School Site Council did vote to move that surplus over to materials and supplies (Goal 1).

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.

More money is being put aside for Parent Outreach and attendance awards. Currently we are only honoring students who had previously chronic attendance issues and have now improved. For next school year, we will be honoring those who meet our attendance goal of 96%, as well as those who improve their attendance, and awarding parents who get their students to school/students with 96% attendance. 2017/2018 data being our baseline for parent engagement shows us that we have 26% of our families whose child is chronically absent and they have had limited contact with the school. Outreach will include; home visits, A2A meetings, community building at school activities. This will be monitored using A2A attendance data as well as Synergy Attendance Reports - with a specific focus on monitoring our Students with Disabilities subgroup.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 3

JCES will decrease incidences of aggression and bullying and give students social-emotional wellness.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>Suspension Rates: All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)</p>	<p>"Blue" or "Green" 2016-2017 result: Maintain status in either blue or green performance levels for each group per the corresponding 5x5 Color Table for the Suspension Rate Indicator.</p> <p>"Yellow" 2016-2017 result: Meet or exceed targets for the "Declined" change column. Target growth for Suspension Rate will be a decrease of 0.3% to 2.0%.</p> <p>"Orange" 2016-2017 result: Meet targets for the "Declined" change column. Target growth for Suspension Rate will be a decrease of 0.3% to 2.0%.</p> <p>"Red" 2016-2017 result: Meet targets for the "Declined Significantly" change column. Target growth for Suspension Rate will be a decrease of 2.0% or more.</p>	<p>Suspension Rates: (Color (%)- Status - Level - Change) All Students (ALL) - Yellow (4.9%) - High - Declined 1.8% English Learner (EL) - Green (2.3%) - Medium - Declined 1.6 Hispanic (Hisp) -Yellow (4.2%) - High - Declined 1% African American (AA) - Orange (7.9%) - Very High - Declined 7% Socioeconomically Disadvantaged (SED) - Yellow (5.1%) - High - Declined 1.8% Students with Disabilities (SWD) - Red (10.2%) - Very High - Increased 1.6%</p>
<p>Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)</p>	<p>Expulsion Rate Targets ALL: maintain under 0.5% EL: maintain under 0.5% Hisp: maintain under 0.5% AA: decline to under 0.5% SED: maintain under 0.5% SWD: decline to under 0.5%</p>	<p>Expulsion Rates: - 0 All Students (ALL) - 0 English Learner (EL)- 0 Hispanic (Hisp)- 0- 0 African American (AA)- 0 Socioeconomically Disadvantaged (SED)- 0 Students with Disabilities (SWD)- 0</p>
<p>Panorama Survey - School Connectedness All students EL AA Hisp SED</p>	<p>Baseline data will be collected and reported for school connectedness and growth targets will be set</p>	<p>Panorama Survey - School Connectedness Baseline Data (Fall 2017): All Students (ALL) - 73% English Learner (EL): 69% Hispanic (Hisp) - 73% African American (AA) - 73%</p>
<p>Panorama Survey - School Safety All students: EL</p>	<p>Baseline data will be collected and reported for school safety and growth targets will be set.</p>	<p>Panorama Survey - School Safety Baseline Data (Fall 2017): All students: 50%</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
AA Hisp SED		EL:51% AA: 38% Hisp: 52%
Williams Facilities Inspection Results	Maintain 100% Williams Facilities Compliance	Williams Facilities Inspection Results

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Implementation of Positive Actions Lessons and Second Step, where students develop social-emotional wellness. Materials to support intervention programs implemented by full-time counselor. Materials include items such as art supplies, paper, glue, crafting items,	Social Emotional Wellness lessons were provided by the full-time counselor. Materials were purchased to facilitate whole group instruction, small group lessons, and individual counseling.	Materials & Supplies 4000-4999: Books And Supplies LCFF 1500	Materials & Supplies 4000-4999: Books And Supplies LCFF 1500
Continued implementation of PBIS strategies. Working with Counselor, Lead Teachers, and Intervention Specialist to analyze data, provide professional development and incentives for PBIS Coyote Game Room and Store Incentives include, but are not limited to, school supplies, motivation items., craft materials, Building blocks such as Legos., token rewards, painting supplies, markers, etc.	Assemblies to promote the Coyote Code, kindness, and safety were presented to students throughout the year. Incentives were purchased for the Coyote Store as incentives to build student participation in the Coyote Code/PBIS behavior Expectations.	Materials and Supplies 4000-4999: Books And Supplies LCFF 3000 Contracted Assemblies 5000-5999: Services And Other Operating Expenditures LCFF 2611	Materials and Supplies 4000-4999: Books And Supplies LCFF 3000 Contracted Assemblies 5000-5999: Services And Other Operating Expenditures LCFF 1225
Incentive Field trips will be scheduled to promote CORE Values of PBIS Assemblies that promote PBIS, Kindness, and Safe Schools will presented to			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
students of Julius Corsini throughout the school year.			
Continue implementation of Playworks program and support staff (supervision aides) to support safe and 'bully free' school.	Supervision Aides were utilized to help facilitate safety on campus during unstructured times. Supervision aides helped to ensure Playworks success on campus by facilitating games,	Materials and Supplies 4000-4999: Books And Supplies LCFF 3000	Materials and Supplies 4000-4999: Books And Supplies LCFF 3000
Purchase of materials include items such as balls, cones, hoola-hoops, signs, ball carts, Frisbees, and classified salary support.	teaching students how to play games, and ensuring a safe campus.	Supervision Aide Salaries 2000-2999: Classified Personnel Salaries LCFF 14000	Supervision Aide Salaries 2000-2999: Classified Personnel Salaries LCFF 11711
		3000-3999: Employee Benefits LCFF 3469	3000-3999: Employee Benefits LCFF 3409
PBIS Implementation team will meet monthly to analyze site discipline reports, referral data, and intervention data.	PBIS Team met monthly, with Tanisha Taylor, to being PBIS implementation and work toward development of school-wide systems. PBIS team was able to collect and share data with staff and we did see the positive trends of lowering suspension and referral rates.	District Provided	District Provided
Implementation of Solutions Room to support students in mediation, transitions, support implementation of PBIS Program.	Solutions Room support staff was used to support PBIS behavior interventions. Facilitated mediation, transitions, and classroom safety.	Classified Salaries 2000-2999: Classified Personnel Salaries LCFF 11,627	Classified Salaries 2000-2999: Classified Personnel Salaries LCFF 11609
		Classified Benefits 3000-3999: Employee Benefits LCFF 11,207	Classified Salaries 3000-3999: Employee Benefits LCFF 11200
To provide Mental Health services 2.5 days per week to the students of JCES who are struggling academically for various reasons. To contract with	On site Mental Health Therapist (MHT) provided services 2.5 days per week for our TIER II/III students. MHT provided family assistance,	Consultation - Contract 5800: Professional/Consulting Services And Operating Expenditures	Consultation - Contract 5800: Professional/Consulting Services And Operating Expenditures

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
a licensed clinical therapist with one other PSUSD schools within the DHS community to provide therapy services to students and families of Julius Corsini. Certificated Salary for 2.5 days/week	resources, and student services.	Title I 57538	Title I 54117

Analysis

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

This year our team focused on building the PBIS behavior expectations and getting buy in from both staff and students. Our multi-tiers system focused on interventions for academics, behavior, and social-emotional well-being. Though we had a bumpy start, we did see dramatic decline in overall suspension and referrals from the previous year. Additional support staff at lunches allowed for more eyes on students and, with staff training, allowed for consistent (starting) implementation of PBIS both inside and outside of the classroom.

Our site counselor provided support for our TIER I/II students with group and individual counseling on a wide-range of topics. Students who worked with our counselor showed improved signs of social emotional well being and were better able to express their needs/feelings to others thus leading to an improved academic environment.

Our on site mental health therapist provided needed support for our TIER II/III students, with her caseload averaging about 22 students. Her services were a critical part in supporting our students. Her services on campus provided much needed supports for our students and families who wouldn't otherwise have access to this type of service.

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

High turnover in supervision aides resulted in a surplus. Additional funds were used to purchase materials as noted in Goal 2.

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

For the 2019/2020 school year, we will continue to work on building our PBIS systems. With the integration of Coach Wooden's Pyramid of success, we will be building a Student Council that will help to build capacity and leadership throughout the school. In addition, we will be funding our Playworks Coach for an additional 1.25 hours so that he can work more closely with our students, developing leadership and a continuum of support for PBIS implementation within the school. Our Solutions Room personnel will have services discontinued as we are finding other supports we can put in place to help manage student mediation, transitions, and classroom safety.

Goals, Strategies, & Proposed Expenditures

Goal 1

Increase Academic Achievement

Goal Statement

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

LCAP Goal

All students will graduate high school prepared with the academic and technical skills necessary for college and career readiness

Identified Need

- All Student Group is 77.4 points below standard in Language Arts and 87.1 points below standard in Math, indicating we need to improve our first best instruction and support our students through targeted interventions and grouping (Orenda Education) with fidelity.
- English Learners have Increased Significantly (+11.1 points), in Math, however only 10% scored at or above proficient on the SBAC in ELA.
- Students with Disabilities showed significant growth, in Math (+25.6 points), but remained 148.4 points below standard.
- Hispanic Student Group had a decline in Math of 6.2 points.
- First year of reported ELPI - Results are baseline.
- 47.7% of 3rd graders are identified as Likely to Need Intensive Support, as measured by DIBELS.
- English Learner Reclassification rate is 8.6% while the county rate is 12.3% and state is 13.8%.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
California School Dashboard - Academic Indicator for English Language Arts All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	California School Dashboard - Academic Indicator for English Language Arts (Color(DFM) - Status - Level - Change) All Students (ALL) - Orange (-77.4) - Very Low - Increased 7.6 points English Learners (EL) - Orange (-75.3) - Very Low - Increased 19.5 points Hispanic (Hisp) - Orange (-76.9) - Very Low - Increased 4.8 African American (AA) - No Performance Color Socioeconomically Disadvantaged (SED) - Orange (-79.8) - Very Low - Increased 8.6 points Students with Disabilities (SWD) - Orange (-149.1) - Very Low - Increased 14.2 points	California School Dashboard - Academic Indicator for English Language Arts (Color(DFM) - Status - Level - Change) All Students (ALL) - Yellow (69.4) - Low - Increase 8 points English Learners (EL) - Yellow (69.3) - Low - Increase 6 points Hispanic (Hisp) - Yellow (69.9) - Low - Increase 6 points African American (AA) - No Performance Color Socioeconomically Disadvantaged (SED) - Yellow (69.8) - Low - Increase 10 points Students with Disabilities (SWD) - Orange (139.1) - Very Low - Increase 10 points

Metric/Indicator	Baseline	Expected Outcome
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)	California School Dashboard - Academic Indicator for Mathematics (Color(DFM) - Status - Level - Change) All Students (ALL) - Orange (-87.1) - Low - Maintained 0.8 points English Learners (EL) - Yellow (-88.7) - Medium - Increased 11.1 points Hispanic (Hisp) - Orange (-89.3) - Orange - Low - Declined 6.2 points African American (AA) - No Performance Color Socioeconomically Disadvantaged (SED) - Orange (-89.9) - Very Low - Maintained 0.7 points Students with Disabilities (SWD) - Orange (-148.4) - Very Low - Increased 25.6 points	California School Dashboard - Academic Indicator for Mathematics (Color(DFM)- Status - Level - Change) All Students (ALL) - Yellow (83.1) - Low - Increase 4 points English Learners (EL) - Yellow (83.7) - Low - Increase 5 points Hispanic (Hisp) - Yellow (79.3) - Low - Increased 10 points African American (AA) - No Performance Color Socioeconomically Disadvantaged (SED) - Yellow (86.9) - Low - Increase 3 points Students with Disabilities (SWD) - Orange (138.4) - Very Low - Increased 10 points
California School Dashboard - English Learner Progress Indicator (ELPI)	California School Dashboard - English Learner Progress Indicator (ELPI) (Color - Status - Level - Change) <ul style="list-style-type: none"> • First year of ELPI - Results are Baseline 	California School Dashboard - English Learner Progress Indicator (ELPI) - 4 - 26.6% 3 - 34% 2 - 18.6% 1 - 20.7%
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate 8.6%	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate 10.6%
3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL) -18% English Learners (EL) - 10% Hispanic (Hisp) - 16% African American (AA) - 38% Socioeconomically Disadvantaged (SED) - 16% Students with Disabilities (SWD) - 0%	3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL) - 22% English Learners (EL) - 14% Hispanic (Hisp) - 20% African American (AA) - 44% Socioeconomically Disadvantaged (SED) - 20% Students with Disabilities (SWD) - 4%
3rd Grade Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Results Percentage of students meeting target Composite Score on Benchmark 3 test All Students (ALL)	3rd Grade Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Results Percentage of students meeting target Composite Score on Benchmark 3 test All Students (ALL) - 33.8%	3rd Grade Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Results Percentage of students meeting target Composite Score on Benchmark 3 test All Students (ALL) - 37.8%
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance

Planned Strategies/Activities

Strategy/Activity 1

Julius Corsini Elementary School will purchase materials and supplies to supplement the academic infrastructure of school and classrooms. Materials/Supplies could include: whiteboards and markers, reams of paper, poster size paper, construction paper, ink and toner for classroom printers, school laser printers, teacher classroom supplies, rulers, scissors, glue, lined paper, pencils. These materials and supplies will be used for instruction during the school day and for enrichment opportunities.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2019-6/30/2020

Person(s) Responsible

Administration
JCES Teachers
Academic Coach

Proposed Expenditures for this Strategy/Activity

Amount	7000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Supplies to support classroom instruction and enrichment opportunities

Strategy/Activity 2

Julius Corsini Elementary will provide enrichment opportunities for students to attend beyond the regular school day and during the regular school day to support instruction. Students with Disabilities will be a targeted audience for these enrichment opportunities.

Students to be Served by this Strategy/Activity

Students with Disabilities

All

Timeline

7/1/2019-6/30/2020

Person(s) Responsible

Administration
JCES Teachers
Academic Coach

Proposed Expenditures for this Strategy/Activity

Amount	8000
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	After school enrichment - certificated salaries/stipends

Strategy/Activity 3

Julius Corsini Staff will be given the opportunity to attend professional development outside of PSUSD to develop and support their knowledge in CCSS, NGSS, technology and all curricular areas. These include, but are not limited to, CUE, CABE, PBIS, Kegan.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2019-6/30/2020

Person(s) Responsible

Administration
 JCES Teachers
 JCES Counselor
 Academic Coach

Proposed Expenditures for this Strategy/Activity

Amount	10980.11
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Staff Professional Development and Conferences

Strategy/Activity 4

Teachers will be provided extra pay for working additional hours beyond their contract. This could include but is not limited to Saturday training, providing enrichment after school, working collaboratively with their colleagues. Focus during these collaborative meetings will be meeting the needs of student subgroups, including; Students with Disabilities and English Language Learners.

Students to be Served by this Strategy/Activity

- English Learner
- Students with Disabilities
- All

Timeline

7/1/2019-6/30/2020

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Amount	10000
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teacher stipends for time beyond contract

Strategy/Activity 5

Julius Corsini Elementary will upgrade, replace and purchase laptops/tablets, document cameras, LCD projector light bulbs, ink/toner for printers as needed. Julius Corsini Elementary will also purchase any other supplies needed to supplement the technology infrastructure at Julius Elementary School to support student instruction.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2019-6/30/2020

Person(s) Responsible

Administration, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	15000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Technology Upgrade - Classroom Supports

Strategy/Activity 6

Julius Corsini Elementary School will purchase licensing rights for use of specific software that will support teacher delivery and design of lessons for Transitional Kindergarten through Fifth grades, support student achievement TK through Fifth grades, and enhance student engagement. The software purchases could include but not limited to: United Streaming, Brain Pop, Capstone, ZOO U, and PBIS Rewards.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2019-6/30/2020

Person(s) Responsible

Administration
Counselor
JCES Teachers

Proposed Expenditures for this Strategy/Activity

Amount	3000
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Software and other subscriptions
Amount	4000
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Software subscriptions to support English Learners, Students with Disabilities, and Social Emotional Concerns

Strategy/Activity 7

Intervention personnel will be hired to assist with support in ELA/Orenda Education program. To provide additional support during guided reading and Tier II instruction.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2019-6/30/2020

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Amount	23604
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Classroom ParaEducator - Intervention

Strategy/Activity 8

Planning time for teachers to meet during and beyond the contractual day to develop and discuss the implementation of Wonders ELA and Math curriculum to support ELL learners.

Students to be Served by this Strategy/Activity

All

Timeline

11/2019-6/2020

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Amount	6000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Sub Costs

Goals, Strategies, & Proposed Expenditures

Goal 2

Increase Parent and Community Partnerships

Goal Statement

JCES will increase parent engagement and decrease chronic absenteeism and improve daily attendance rates to 96%.

LCAP Goal

Palm Springs Unified School District will collaborate with families and our local communities to ensure all students are actively engaged in learning and connected in meaningful ways to their school community.

Identified Need

- Chronic absenteeism for all subgroups continues to be a major concern at 26%.
- Chronic absenteeism for all subgroups was increased by +3% over previous year, as measured by California Dashboard.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Student Attendance Rates All Students (ALL)	Student Attendance Rates All Students (ALL) 93.05%	Student Attendance Rates All Students (ALL) 96%
Chronic Absenteeism Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Chronic Absenteeism Rates (Color (%)- Status - Level - Change) All Students (ALL) 20.74% English Learner (EL) Hispanic (Hisp) 23.25% African American (AA) 24.32% Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Chronic Absenteeism Rates (Color (%)- Status - Level - Change) All Students (ALL) - Yellow (20.24%) - Declined - 0.5% English Learner (EL) Hispanic (Hisp) - Yellow (22.75%) - Declined - 0.5% African American (AA) Yellow (23.82%) - Declined - 0.5% Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Elementary School Students (ES) Middle School Students (MS) High School Students (HS) English Learner (EL) Hispanic (Hisp) African American (AA)	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - 73% Elementary School Students (ES) 73% English Learner (EL) 69% Hispanic (Hisp) 73% African American (AA) 73%	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - 73% Elementary School Students (ES) - 73% English Learner (EL) - 69% Hispanic (Hisp) - 73% African American (AA) - 73%

Planned Strategies/Activities

Strategy/Activity 1

Make available Parent Nights, 24/7 Technology Parent Information Night, Make-and-Take ELA/Math Nights, and Family Game Night to provide parents with tools to support their children at home in fun learning activities. Materials for the event to support parent involvement in student learning. Will specifically target and personally invite parents of our students with disabilities to all parent events.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2019-6/30/2020

Person(s) Responsible

Administration
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	8000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra duty- Certificated wages
Amount	2112
Source	Title I Part A: Parent Involvement
Budget Reference	4000-4999: Books And Supplies
Description	Materials and Supplies

Strategy/Activity 2

Monthly awards students and classes with attendance rates 96% or above. Students identified as Chronic Attendance concerns will be pulled monthly and given awards for improvement each month. End of the year awards given to students with 10% improvement overall. Liaison will order materials and supplies as needed. Students will be recognized as Student of the Week, Daily HERO, and weekly PBIS Positive reinforcement awards.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2019-6/30/2020

Person(s) Responsible

Administrator
Community Liaison
JCES Teachers

Proposed Expenditures for this Strategy/Activity

Amount	2000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Awards for attendance and academics

Strategy/Activity 3

JCES will organize our annual College and Career day for 4th and 5th grade students. Students from DHSHS academies will be invited to promote HS graduation and future planning. Local community members and high educations facilities such as DHS police officers, electricians, doctors, COD will also attend. Increase awareness of A-G and local universities through 4th and 5th grade college and university field trips.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2019-6/30/2020

Person(s) Responsible

Administration
Counselor
Academic Coach
JCES Teachers

Proposed Expenditures for this Strategy/Activity

Amount	3000
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	College readiness transportation

Strategy/Activity 4

Classroom and Bilingual aides will support teachers in school wide events such as parent conferences, Family Engagement classes, and other site activities to translate information from school to parent.

Students to be Served by this Strategy/Activity

English Learner

Timeline

08/2019-06/2020

Person(s) Responsible

Administrator

Proposed Expenditures for this Strategy/Activity

Amount	6824
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Classified extra duty for translation and related parent support

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.

LCAP Goal

Palm Springs Unified will provide students with a clean, healthy, physically and emotionally safe learning environments.

Identified Need

- Panorama Survey shows only 64% of students responding in the affirmative to safety on campus.
- Panorama Survey shows only 74% of students feel connected to someone on campus.
- Suspensions are down overall but Students with Disabilities are still being suspended at a rate of 10.2% and African American students at a rate of 7.9%.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Suspension Rates: All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Suspension Rates: (Color(%) - Status - Level - Change) All Students (ALL) - Yellow (4.9%) - High - Declined Significantly English Learner (EL) - Green (2.3%) - Medium - 1.6% Declined Significantly Hispanic (Hisp) - Yellow (4.2 %) - High - 1% Declined Significantly African American (AA) - Orange (7.9 %) - Very High - 7% Declined Socioeconomically Disadvantaged (SED) - Yellow (5.1%) - High - 1.8% Declined Significantly Students with Disabilities (SWD) - Red (10.2%) - Very High - 1.6% Increased Significantly	Suspension Rates: (Color (%) - Status - Level - Change) All Students (ALL) -Yellow (4.4%) - High - 0.5 Declined English Learner (EL) Green (2.0%) - Medium -0.3 Declined Hispanic (Hisp) - Yellow (3.9%) - High - 0.3 Declined African American (AA) - Orange (7.4%) - High - 0.5 Declined Socioeconomically Disadvantaged (SED) - Yellow (4.8%) - High - 0.3 Declined Students with Disabilities (SWD) - Orange (9.9%) - Very High - 0.3 Declined
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Expulsion Rates - 0 All Students (ALL) - 0 English Learner (EL)- 0 Hispanic (Hisp)- 0 African American (AA)- 0 Socioeconomically Disadvantaged (SED)- 0 Students with Disabilities (SWD)- 0	Expulsion Rates - 0 All Students (ALL) - 0 English Learner (EL) - 0 Hispanic (Hisp) - 0 African American (AA) - 0 Socioeconomically Disadvantaged (SED) - 0 Students with Disabilities (SWD) - 0
Panorama Survey - School Connectedness All students	Panorama Survey - School Connectedness All students - 74%	Panorama Survey - School Connectedness All students - 74%

Metric/Indicator	Baseline	Expected Outcome
EL AA Hisp	EL - 74% AA - 87% Hisp - 75%	EL - 74% AA - 87% Hisp - 75%
Panorama Survey - School Safety All students: EL AA Hisp	Panorama Survey - School Safety All students: 64% EL - 67% AA - 69% Hisp - 65%	Panorama Survey - School Safety All students: 64% EL - 67% AA - 69% Hisp - 65%
Williams Facilities Inspection Results	Williams Facilities Inspection Results - Met	Williams Facilities Inspection Results - Met

Planned Strategies/Activities

Strategy/Activity 1

Positive Behavior Intervention and Supports (PBIS) will be implemented school-wide for the 2019/2020 school year. This multi-tiered system of support includes proactive strategies for defining, teaching, and supporting appropriate student behaviors to support a positive and safe school environment. Positive behavior support will be implemented both inside and outside of the classroom and will allow for systems of group and individual rewards to support appropriate school behaviors.

Materials and supplies, including; PBIS Rewards (online behavior management system), posters, and prizes will be purchased to support this program.

Incentive Field trips will be scheduled to promote CORE Values of PBIS

Assemblies that promote PBIS, Kindness, and Safe Schools will presented to students of Julius Corsini throughout the school year.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2019-6/30/2020

Person(s) Responsible

Administration
Counselor
PBIS Tier 1 Team
JCES Teachers
JCES Support Staff

Proposed Expenditures for this Strategy/Activity

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

Description	Materials & Supplies
Amount	4000
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	PBIS Speakers and Consultants

Strategy/Activity 2

Continue implementation of Playworks program and support staff (supervision aides and 1.25 hours additional for Playworks Coach) to support safe and 'bully free' school.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2019-6/30/2020

Person(s) Responsible

Administrator
 JCES Support Staff
 Playworks Coach

Proposed Expenditures for this Strategy/Activity

Amount	10000
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Additional 1.25 hours for Playworks Coach - pay and benefits
Amount	14603
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Supervision Aide Salaries

Strategy/Activity 3

To provide Mental Health services 2.5 days per week to the students of JCES who are struggling academically for various reasons. To contract with a licensed clinical therapist with one other PSUSD schools within the DHS community to provide therapy services to students and families of Julius Corsini.
 Certificated Salary for 2.5 days/week.

Students to be Served by this Strategy/Activity

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

Timeline

7/1/2019-6/30/2020

Person(s) Responsible

Administrator
Counselor

Proposed Expenditures for this Strategy/Activity

Amount	60049
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Therapist to work with Tier II/III students and their families

Strategy/Activity 4

To provide behavioral and social emotional support to students, we will implement a Solutions Room with 2 ParaEducator - Behavior Personnel. Implementation of Solutions Room to support students in mediation, transitions, support implementation of PBIS Program.

Students to be Served by this Strategy/Activity

- Foster Youth
- Students with Disabilities
- All

Timeline

11/2019-6/2020

Person(s) Responsible

Principal
Counselor

Proposed Expenditures for this Strategy/Activity

Amount	26946.44
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Behavior Para to support continued implementation of PBIS Tier 2 structures.
Amount	23435.45
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries

Description	Behavior Para to support continued implementation of PBIS Tier 2 structures.
Amount	2000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Materials for Solutions Room

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)
NGSS TOSA	July 1, 2019 - June 30, 2020	Onsite PD and support with evidence-based practices to build best first instruction	6,130	Title I
Technology TOSAs	July 1, 2019 - June 30, 2020	Support the integration of technology into instruction for both staff and students	11,965	Title II
Supplemental Intervention Services - Extended day tutoring and extended school year academies	July 1, 2019 - June 30, 2020	Tutoring and extended school year opportunities	35,301	Title I
Primary Reading Intervention Teacher	July 1, 2019 - June 30, 2020	Provide targeted interventions and supports to students below grade level in grades K-3	149,182	Title I
High Impact Math PD	July 1, 2019 - June 30, 2020	Consultants and substitutes to support the implementation of math routines and strategies to develop conceptual understanding	50,643	Title I
School House Project ELA PD	July 1, 2019 - June 30, 2020	Consultant and substitutes to support rigorous ELA instruction and the GRR model	19,545	Title I
Kagan PD	July 1, 2019 - June 30, 2020	Consultants to provide PD regarding engagement strategies	5,667	Title I
Orenda PLC PD	July 1, 2019 - June 30, 2020	Consultants and substitutes to support PLC development in Math and ELA	69,500	Title I

School Goal #2: Increase Parent and Community Partnerships				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
7 Habits of Effective Families Classes	July 1, 2019 - June 30, 2020	Parenting Classes on effective strategies and structures	1,667	Title IV

School Goal #3: Maintain Healthy and Safe Learning Environment				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)

Note: Centralized services may include the following direct services:

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

Centralized Services do not include administrative costs.

Budget Summary and Consolidation

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$104,589
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$256,554.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	102,477	0.00
Title I Part A: Parent Involvement	2,112	0.00
LCFF	151,965	0.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$102,477.00
Title I Part A: Parent Involvement	\$2,112.00

Subtotal of additional federal funds included for this school: \$104,589.00

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	\$151,965.00

Subtotal of state or local funds included for this school: \$151,965.00

Total of federal, state, and/or local funds for this school: \$256,554.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	151,965.00
Title I	102,477.00
Title I Part A: Parent Involvement	2,112.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	26,000.00
2000-2999: Classified Personnel Salaries	105,412.89
4000-4999: Books And Supplies	38,112.00
5000-5999: Services And Other Operating Expenditures	16,980.11
5800: Professional/Consulting Services And Operating Expenditures	70,049.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	18,000.00
2000-2999: Classified Personnel Salaries	LCFF	74,984.89
4000-4999: Books And Supplies	LCFF	32,000.00
5000-5999: Services And Other Operating Expenditures	LCFF	16,980.11
5800: Professional/Consulting Services And Operating Expenditures	LCFF	10,000.00
1000-1999: Certificated Personnel Salaries	Title I	8,000.00
2000-2999: Classified Personnel Salaries	Title I	30,428.00
4000-4999: Books And Supplies	Title I	4,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	60,049.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	2,112.00

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
Jessica Simpson	X				
Kathryn Sloan		X			
Amy Chaney		X			
Angelica Rodas			X		
Barry Wissman		X			
Eloisa Padilla				X	
Sarah Diaz				X	
Lourdes Gallardo				X	
Alonna Lewis				X	
Melesio Martin				X	
Numbers of members of each category:	1	3	1	5	

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

Recommendations and Assurances

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

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

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

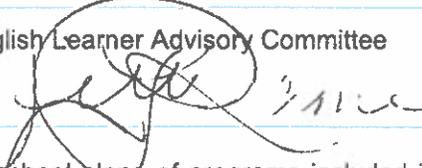
The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name



English Learner Advisory Committee



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

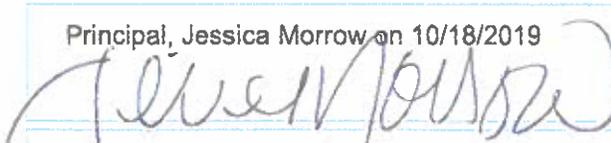
This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on October 17, 2019.

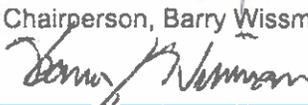
Attested:



Principal, Jessica Morrow on 10/18/2019



SSC Chairperson, Barry Wissman on 10/18/2019





Congratulations! ¡Felicidades!

and four adults are invited to attend
Palm Springs Unified School District's
Reclassification Ceremony
at Cathedral City High School
in the gymnasium on
Saturday, November 16th, 2019 from 10:00 am-11:00 am.

y cuatro adultos están invitados a asistir a la
Ceremonia de Reclasificación
del Distrito Escolar Unificado de Palm Springs que se
llevará a cabo en el gimnasio de
la Preparatoria de Cathedral City el
Sábado 16 de noviembre, 2019 de 10:00 am-11:00 am.



