



Julius Corsini Elementary School

68-750 Hacienda Dr. • Desert Hot Springs, CA 92240- 6551 • 760-251-7260 • Grades K-5

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<https://juliuscorsini.weebly.com/>

2018-19 School Accountability Report Card Published During the 2019-20 School Year



Palm Springs Unified School District

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Educational Services**

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**Assistant Superintendent,
Human Resources**

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School Description

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. Julius Corsini Elementary School is in Desert Hot Springs, a community located in the northwest corner of the Coachella Valley, in southern California. The two-story classroom buildings at Julius Corsini Elementary School currently serve approximately four hundred students in First through Fifth Grade. The Kindergarten complex of two classrooms and separate playground houses 50 students.

All classrooms have LCD projectors, document cameras, and access to wireless internet. A wide range of programs and websites are available for student use including Lexia Core 5, Reading Plus, LearnZillion, and Dreambox. In addition to a student desktop lab, Julius Corsini has a 24/7 Chromebook program for grades 3-5, 1:1 Chromebooks in grades 1-2, and 1:1 iPads in grades TK and Kindergarten. All teachers are issued a laptop for use while working at JCES, and have participated in training to use the various technology tools and programs available at Julius Corsini School.

Julius Corsini Elementary is a Title I school site. All students are monitored regularly, through short cycle assessments, to ensure that their needs in reading and mathematics are being met through classroom practices. Teachers use the Student Study Team to help identify students needing additional support, resources, which may include Special Day Classes, Resource Specialist, and Speech and Language services. The Gifted and Talented Program is available to identified students. Students identified as children of Migrant workers, receive after-school tutoring as well as neighborhood Book-Mobile services. Julius Corsini is served by the YMCA of the Desert offering after school ASES program to students in grades 1st-5th grade. The English Language Learners receive full instruction in English and designated ELD 40 minutes per day 4 days a week grades 1st-5th and 30 minutes per day 5 days a week in TK and Kindergarten. Three bilingual aides support structured English immersion in a sheltered classroom environment with the curriculum and presentation designed for children who are learning the language.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	96
Grade 1	68
Grade 2	69
Grade 3	69
Grade 4	77
Grade 5	65
Total Enrollment	444

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	7.4
American Indian or Alaska Native	0.7
Asian	0.9
Filipino	0.7
Hispanic or Latino	75.5
White	11
Two or More Races	3.8
Socioeconomically Disadvantaged	96.6
English Learners	38.1
Students with Disabilities	13.7
Foster Youth	0.2
Homeless	12.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Julius Corsini	17-18	18-19	19-20
With Full Credential	22	21	22
Without Full Credential	0	2	2
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Palm Springs Unified	17-18	18-19	19-20
With Full Credential	♦	♦	1018
Without Full Credential	♦	♦	17
Teaching Outside Subject Area of Competence	♦	♦	47

Teacher Misassignments and Vacant Teacher Positions at Julius Corsini Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Mc-Graw-Hill Wonders English Language Arts Materials is the district-wide adopted materials are being used in Grades TK-5.

Additional fluency materials are available for all reading levels.

Bridges Math was adopted for the 2018-2019 school year. New workbooks are provided annually. Math manipulatives and technology components were purchased for every classroom to support the math program. Supplemental curriculum and materials are provided to meet align to the CCSS.

All textbooks are consistent with the content and cycles of the curriculum frameworks, adopted by the SBE. Every student including English Learners have access to their own textbooks and instructional materials.

Textbooks and Instructional Materials

Year and month in which data were collected: September 24, 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Macmillen/McGraw Hill 2017/2018 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Bridges/The Math Learning Institute 2018/2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Harcourt/California Science 2007/2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Harcourt/Reflections 2006/2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

Julius Corsini School sits on a hillside overlooking the magnificent Santa Rosa Mountains and Coachella Valley. Julius Corsini Elementary School has undergone reconstruction in a three-phase plan. Fourteen new classrooms were ready for occupancy at the start of the 2002 - 2003 school year, with an additional sixteen classrooms ready in 2003 - 2004. A new wing housing eight new classrooms was completed for the 2006-2007 school year. The final phase of the new media center was completed in January 2009. Corsini Elementary School was established in 1984 when twenty-one buildings were relocated from a site in Palm Springs to their current location to address the need for a new school in Desert Hot Springs. A state preschool and Head Start program are also located on the campus. Most recently, new playground equipment was installed on all three playgrounds in May of 2013.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 10/15/19

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Work Order(s) on file in M&O Office
Interior: Interior Surfaces	Fair	Work Order(s) on file in M&O Office
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Work Order(s) on file in M&O Office
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Work Order(s) on file in M&O Office
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Work Order(s) on file in M&O Office

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	18	33	40	42	50	50
Math	15	23	26	28	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	14.7	16.2	29.4

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	209	206	98.56	32.52
Male	109	106	97.25	30.19
Female	100	100	100.00	35.00
Black or African American	14	13	92.86	38.46
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	156	154	98.72	33.12
White	23	23	100.00	26.09
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	204	201	98.53	31.34
English Learners	93	92	98.92	36.96
Students with Disabilities	28	28	100.00	14.29
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	28	28	100.00	0.00

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	209	206	98.56	23.30
Male	109	106	97.25	25.47
Female	100	100	100.00	21.00
Black or African American	14	13	92.86	23.08
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	156	154	98.72	23.38
White	23	23	100.00	26.09
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	204	201	98.53	21.89
English Learners	93	92	98.92	23.91
Students with Disabilities	28	28	100.00	10.71
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	28	28	100.00	0.00

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)

Parent involvement is a high priority at Julius Corsini. For children to be successful in school, parent participation is essential. Many opportunities to become involved are provided throughout the school year.

Provides communication opportunities between parents and teachers regarding student and classroom needs. Raising funds, social events, and philanthropic projects.

School Site Council (SSC)

Parents and staff elect council members.

An opportunity for the school community to come together to chart the schools path to improvement.

Parent Teacher Association (PTA)

Families and community members work to support students and activities on campus.

English Language Advisory Committee (ELAC)

Parents of English Language Learners elect members to this advisory panel. Staff selects a teacher representative.

Issues related to the academic performance and needs of the English Language Learners are addressed.

Family Game Nights (Math, Science and ELA)

Families participate in special curricular activities such as Make-It-Take and academically focused family games.

7 Habits of Highly Successful Families: Hosted by the PSUSD Parent Center. These workshops focus on supporting your child's education and your strength as a parent.

Back to School Night

It is a great opportunity to welcome new and returning families.

Teachers meet parents and students to review grade level standards and expectations.

Parent Conferences are provided twice a year and appointments are scheduled by classroom teachers.

Bilingual translators are available.

Technology and Media

Library book check out and Internet access is available for parents.

At Julius Corsini Elementary School we provide accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students to participate in our school and the development of Julius Corsini Elementary.

Translations are provided for school events. This will include, but is not limited to, handbooks, report cards, newsletters, school communications, etc. Home visits and telephone calls will be made with the assistance of a translator. Providing information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand. Providing Back to School Night before the start of the school year, evening parent conferences, and parent education nights. Parents are also encouraged to volunteer on campus and participate in the formation of the PTA.

Interested in Volunteering?

Contact Person Name: Jessica Morrow Contact Person Phone Number: (760)251-7260 for additional information.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

Safety of students and staff is a primary concern of Julius Corsini Elementary School. The school complies with laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted regularly throughout the school year.

The Comprehensive School Safety Plan was developed by the School Safety Committee in cooperation with local law enforcement in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive School Safety Plan include child abuse reporting procedures, teacher notification of dangerous pupils procedures, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policy, and suspension and expulsion policies. The School Safety Committee evaluates the plan annually and updates the plan as needed. An updated copy is available to the public at the school and District offices.

Date School Safety Plan last reviewed: November 2019.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	6.7	4.9	1.3
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	5.5	7.1	6.2
Expulsions Rate	0.3	0.2	0.2

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	444.0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0
Other	.5

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	17	3	3		19	1	4		24	1	3	
1	21	1	2		23		3		21		3	
2	26		3		19	3			23		3	
3	21		3		26		3		22		3	
4	21	1	2		34			2	24		3	
5	22	2	3		22	2	1	1	24	1	2	
Other**									7	1		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	14	16	39

Each year we have designed professional learning based on student achievement data, research of best practices and discussions with teachers and principals. In 2017-18, in response to stagnant test scores and challenges with collaborative planning, we began working with Orenda/Principal Exchange. Since then, our teachers have been working to strengthen collaborative teams, refocus on essential standards and respond to timely data from common assessments. The focus was on ELA during the 2017-18 and 2018-19 school years. An additional content area focus (Math) was added for the 2019-20 school year. At the same time, the school has been engaged in district-wide professional learning that varies by content area. For ELA, in 2017-18, the focus was on aligning instruction to Smarter Balanced Assessments, depth of knowledge, and deeper understanding of the Reading Targets in Claim 1. In 2018-19 the focus was on the gradual release model, and 2019-20 was an extension of the previous two years. The professional development in these areas was provided by the Schoolhouse Project. In 2019-20 the teachers began working with High Impact Math consultants. This professional development centers around building students' conceptual understanding. The training will take place over the course of three years. During Year 1 (2019-20) the focus is on developing strategies to support number sense by implementing mental math routines and highlight the landscape of learning in mathematics. This professional development also supports teachers with the implementation of the district-adopted math program (Bridges in Mathematics and Number Corner).

The numbers in the chart above represent 10 full days a year (2017-18 and 2018-19) in which structured coaching took place during Data Reflection Sessions and the remaining days are full days of professional learning in ELA as noted previously. During the 2019-20 school year the numbers in the chart represent 15 days a year in which structured coaching took place during Data Reflection Sessions and the remaining days are full days of professional learning in ELA and Math.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$53,457	\$48,612
Mid-Range Teacher Salary	\$78,080	\$74,676
Highest Teacher Salary	\$108,422	\$99,791
Average Principal Salary (ES)	\$129,170	\$125,830
Average Principal Salary (MS)	\$135,731	\$131,167
Average Principal Salary (HS)	\$153,326	\$144,822
Superintendent Salary	\$259,000	\$275,796

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	35%	34%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$12,867	\$3,580	\$9,287	\$79,190
District	N/A	N/A	\$9,940	\$87,928.00
State	N/A	N/A	\$7,506.64	\$82,403.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-6.8	-15.5
School Site/ State	-26.1	-11.0

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

Julius Corsini Elementary School offers extended day interventions to help students work toward grade level standards.

TK-5 teachers are receiving targeted professional development, in English Language Arts (ELA), throughout the year to support first best instruction, common core planning and increase lesson rigor. Professional development was provided by Orenda Education.

Kris Tom provided targeted professional development on the Gradual Release Model and increasing rigor through questioning techniques within each lesson.

Title I

- *Parent Education Nights
- *ELD instructional support
- *CORE Reading Support Intervention
- *Intervention Teacher
- *Bilingual Instructional Aides
- *Teacher Collaboration
- *Community Liaison
- *Instructional Materials including Technology

*Staff Development

Local Control Funding

- *Instructional Materials including Technology
- *Materials to support vocabulary and oral language development
- *Bilingual Instructional Aides
- *PBIS-Safe Schools Program
- *Site Counselor