



School Plan for Student Achievement (SPSA)

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) follow the template in the SPSA Template instructions.

CSI Instruction:

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Comprehensive Support and Improvement (CSI) planning requirements follow the template in the SPSA Template instructions.

ATSI Instruction:

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Additional Targeted Support and Improvement (ATSI) planning requirements follow the template in the SPSA Template instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Desert View Elementary	6014674	05/11/2026	06/02/2026

Plan Description

Briefly describe your school's plan for effectively meeting the ESSA requirements (For CSI and/or ATSI, if applicable) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

Desert View School Overview

Desert View is located on the west side of Lancaster, California, and proudly serves a diverse student population of 744 students. We are committed to fostering an inclusive, positive, and academically rigorous learning environment where every student has the opportunity to thrive. Our school community emphasizes strong relationships, student-centered instruction, and a welcoming school climate.

School Culture & Behavior Supports

Desert View implements **Positive Behavior Interventions and Supports (PBIS)** to promote a safe and respectful school environment. Our school-wide expectations—**Be Safe, Be Respectful, Be Responsible**—are taught, modeled, and reinforced daily. We also implement **Capturing Kids' Hearts (CKH)** strategies, which focus on building meaningful relationships, enhancing classroom culture, promoting emotional intelligence, and aligning with trauma-informed practices. Each day begins with student greetings at entry gates, “Good Things” sharing circles, affirmations, and the use of social contracts and redirection signals school-wide.

Our **Jr. Star Ambassadors**, comprised of 5th and 6th grade students, serve as positive role models by mentoring younger students during recess, promoting kindness, performing community service, and participating in school events. They also support decision-making efforts that enhance our school culture.

Diversity & Staff Composition

Desert View reflects the rich diversity of Lancaster:

- **Hispanic or Latino** – 58.9%
- **African American** – 31.8%
- **White (non-Hispanic)** – 2.9%
- **Two or more races** – 3.6%
- **Asian, Filipino, Pacific Islander, American Indian/Alaska Native** – 2.8%

Our dedicated staff includes:

- 2 Administrators (Principal and Assistant Principal)
- 1 Categorical Specialist
- 1 Instructional Coach/TSA
- 28 General Education Teachers
- 2 SPED Preschool Teachers
- 4 Special Education Teachers
- 2 RSP Teachers
- 1 Counselors
- 1 Family Ambassador
- 2 Speech-Language Pathologists

- 1 SEL Intervention Teacher
- 1 Educational Psychologist -
- 1 Behavior Paraeducator
- 1 RN (part-time), 1 LVN, 1 Health Clerk
- 1 School Secretary, 2 Office Assistants
- 2 Bilingual Aides
- 1 CNS Manager, 8 CNS Workers
- 1 Music Teacher (part-time)
- 1 Art Teacher (part time)
- 1 Site Recreation Leader
- 1 Community Liaison
- 1 Family Ambassador
- District PE Team (1 Teacher, 4 Rec Leaders)
- 2 Campus Supervisors
- 12 Campus Aides
- 9 MTSS Paraeducators
- 7 Special Ed Paraeducators
- 1 Day Custodian
- 4 Night Custodians

Family & Community Engagement

We strongly value parent and community involvement. Families are invited to participate in a range of groups and committees, including:

- **School Site Council (SSC)**
- **English Language Advisory Committee (ELAC)**
- **African American Advisory Committee (AAAC)**
- **African American Advisory Committee Jr. (students)**
- **Parent Teacher Association (PTA)**

- **Parenting Partners**
- **Annual Progress Review Committee (APR)**
- **Classroom Volunteers**

To keep families informed, we use our school website, **ParentSquare**, and social media platform Instagram. Efforts are made to share communication in both English and Spanish. Our **Family and Community Ambassador** works closely with families to encourage involvement and strengthen home-school connections.

Academic Program & Instructional Support

Desert View follows the **Common Core State Standards (CCSS)** and the **Lancaster School District LCAP plan** to provide high-quality instruction. We prioritize **Tier I instruction**, integrating 21st-century technology to support student achievement and teacher effectiveness. All students—including socioeconomically disadvantaged students, English Language Learners, students with disabilities, foster youth, homeless students, and those at risk—receive equitable access to first, best instruction.

Teachers utilize a range of instructional strategies, including:

- Balanced Lesson Design
- Cooperative Learning
- Designated English Language Support
- Whole & Small Group Instruction
- Accountable Talk & Number Talks
- Critical Thinking & Thinking Maps
- AVID Strategies

All instruction is delivered by **highly qualified teachers** or those in induction programs, who also provide differentiated instruction, intervention, and enrichment.

Monitoring Progress & Academic Support

We use multiple data sources to assess student growth and guide instruction:

- **ELPAC**
- **iReady Diagnostics**
- **Adopted curriculum assessments**
- **Teacher-created assessments**

Students not meeting benchmarks receive targeted interventions. Support includes **Student Study Team (SST)** meetings and regular parent conferences.

Behavior & Social-Emotional Learning

Student behavior is monitored through the **School-Wide Information System (SWIS)**. PBIS, CKH, and the **Second Step** curriculum are used to explicitly teach behavior expectations. Students requiring additional support receive small-group or individual counseling and may be referred for **School-Based Mental Health (SBMH)** services

through SST.

Our **Social Emotional Classroom** addresses Tier 2 and 3 behavioral needs. Programs like Kelso's Choice, restorative circles, and trauma-informed practices are integrated to support students' well-being.

Extended Learning & Enrichment

Desert View offers robust **Extended Learning Opportunities (ELOP)** that include:

- Afterschool Care & Tutoring
- Enrichment Programs (sports, drill team, folklorico, AAAC Jr. Jr. Star Ambassadors etc.)
- Dinner Service
- District-wide ELOP events throughout the year
- Community Adult Classes
- Community site events

Professional Development

Our educators engage in ongoing professional learning in areas such as:

- Balanced Lesson Design & Tier I CCSS Instruction
- PBIS & Social-Emotional Learning
- Technology Integration
- Classroom Management
- PLC Collaboration & Teacher Clarity (Learning Intentions, Success Criteria, Common Formative Assessments)
- Capturing Kids Hearts

Professional development occurs during early-release Tuesdays, grade-level release days, coaching sessions, and after-school planning. Opportunities are offered in-person, virtually, and in hybrid formats.

Commitment to a Safe and Positive School Climate

We recognize that student achievement is closely tied to school safety and belonging. Desert View remains committed to maintaining a positive climate by teaching and reinforcing behavioral expectations school-wide. These expectations—**Be Safe, Be Respectful, Be Responsible**—are posted throughout the campus and consistently reinforced.

Educational Partner Involvement

How, when, and with whom did your 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

Committee	Meeting Dates	Purpose of Committee
<p>Instructional Leadership Team (ILT)</p>	<p>July August September October November December January February March April May</p>	<p>The purpose of an elementary school instructional leadership team (ILT) meeting is to guide, support, and monitor the school's instructional practices to improve student learning and achievement.</p> <p>More specifically, during an ILT meeting, the team typically:</p> <ul style="list-style-type: none"> • Reviews student data to identify learning trends, gaps, and areas for growth. • Sets goals and priorities for instruction, intervention, and professional development. • Plans and coordinates initiatives like curriculum implementation, assessment strategies, and instructional frameworks (like UDL, MTSS, PBIS, etc.). • Supports teachers by identifying needed resources, coaching opportunities, or training. • Monitors progress on school improvement plans and instructional focus areas. • Ensures alignment between classroom practices and the school's mission, vision, and academic targets. <p>In short: ILT meetings exist to make sure every decision about instruction is strategic, data-driven, and student-centered.</p>

<p>African American Advisory Committee (AAAC)</p>	<p>September October November January February April May</p>	<p>The purpose of an elementary school African American Advisory Council (AAAC) is to support the success and well-being of African American students by creating a strong partnership between families, the school, and the wider community.</p> <p>More specifically, an AAAC usually:</p> <ul style="list-style-type: none"> • Provides a space for African American families to share their experiences, ideas, and concerns with school leaders. • Advocates for equitable opportunities and resources for African American students. • Promotes cultural awareness and inclusion across the school community. • Collaborates with the school on programs, events, and initiatives that celebrate African American culture and history. • Reviews data (academic, attendance, discipline) to identify barriers and work together on solutions. • Builds relationships between families and the school to strengthen student engagement and achievement. <p>In short: The AAAC helps ensure African American students are seen, heard, supported, and celebrated at school.</p>
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<p>English Learner Advisory Council (ELAC)</p>	<p>September October November January February April May</p>	<p>The purpose of an English Learner Advisory Council (ELAC) meeting at an elementary school is to ensure that the needs of English Learner (EL) students and their families are heard, supported, and prioritized in the school’s decision-making.</p> <p>Specifically, during ELAC meetings, the council typically:</p> <ul style="list-style-type: none"> • Advises the principal and school staff on programs and services for English Learners. • Reviews school data related to EL student achievement, language proficiency, attendance, and engagement. • Provides input on the school’s site plan (especially the parts focused on English Learners) and any funding decisions that affect EL students. • Helps plan and promote parent education workshops on topics like language development, reclassification, and academic support. • Strengthens connections between English Learner families and the school, building trust and empowering parents to be advocates for their children. <p>In short: ELAC meetings make sure English Learner students and families have a voice in shaping their school experience and success.</p>
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<p style="text-align: center;">School Site Council (SSC)</p>	<p style="text-align: center;"> September October November January February April May </p>	<p>he purpose of a School Site Council (SSC) at an elementary school is to develop, review, and approve the school’s academic and budget plans to improve student achievement for all students.</p> <p style="text-align: center;">Specifically, the SSC:</p> <ul style="list-style-type: none"> • Creates and monitors the School Plan for Student Achievement (SPSA), which outlines the school’s goals, strategies, and how resources will be used. • Reviews and analyzes student achievement data to guide decision-making. • Allocates certain school funds (like Title I funds) to programs and activities that support learning. • Gathers input from the school community — including teachers, staff, and families — to ensure that decisions reflect the needs of all students. • Monitors the implementation of the plan throughout the year and makes adjustments as needed. <p>In short: The School Site Council ensures that academic planning and budgeting are focused, transparent, and aligned to students’ needs.</p>
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<p style="text-align: center;">Annual Progress Review (APR)</p>	<p style="text-align: center;">September December March May</p>	<p>The purpose of the California Community Schools Annual Progress Review Committee at an elementary school is to monitor, review, and guide the school’s progress in implementing its Community Schools plan — making sure the school is effectively supporting the whole child, family engagement, and community partnerships.</p> <p style="text-align: center;">Specifically, the committee:</p> <ul style="list-style-type: none"> • Reviews the school’s goals, activities, and outcomes related to the Community Schools pillars: integrated student supports, expanded learning time, family and community engagement, and collaborative leadership practices. • Assesses data and evidence to determine whether the Community School strategies are improving student success, wellness, and equity. • Gathers input from all stakeholders (students, families, staff, and community partners) to guide adjustments. • Identifies successes, challenges, and next steps to strengthen the Community Schools implementation. • Ensures accountability to the school community and to California’s Community Schools grant requirements. <p>In short: The Annual Progress Review Committee makes sure the Community Schools work is effective, student-centered, and continuously improving.</p>
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Comprehensive Needs Assessment Process

Comprehensive Needs Assessment Process Summary

CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM (CCSPP): IMPLEMENTATION PLAN

The Lancaster Elementary School District (LANCSD) has embraced a collaborative approach by integrating the California Community Schools Partnership Program (CCSPP) Implementation Plan into the Single Plan for Student Achievement (SPSA). This collaborative effort aims to improve alignment and efficiency in meeting shared educational goals. The integration allows for streamlined strategies, reduced duplication, and better coordination of resources and interventions. It also simplifies progress tracking and reporting, supports continuous adjustments, and fosters stronger collaboration among educational partners. This inclusive approach ensures a comprehensive, community-focused strategy for student success, making everyone involved feel part of a unified team.

In Spring 2023, the Lancaster Elementary School District (LANCSD) was awarded 22 five-year (2023-2028) Community Schools Implementation Grants. These grants, in partnership with site leaders, staff, parents, students, and community partners, signify a significant step towards a unified vision of establishing community-based learning hubs. With the active involvement of our community partners, these hubs will offer students and families access to comprehensive support services and resources in a centralized location, fostering holistic growth and strengthening community engagement.

The California Community Schools Framework (CA CS Framework) defines essential elements for successful community schools, including Four Pillars, Four Key Conditions for Learning, Four Cornerstone Commitments, and Four Proven Practices. The Lancaster Elementary School District (LANCSD) has identified four key Community Schools priorities to improve student outcomes in alignment with this framework, as informed by the previous year's data analysis. These priorities are: (1) Enhancing academic performance, social-emotional development, and student well-being by strengthening integrated student support services; (2) Empowering parents and families to contribute to their children's success by providing access to community resources and fostering active engagement in education; (3) Building the capacity of educators and staff to meet the academic and developmental needs of students through a Multi-tiered System of Supports (MTSS); and (4) Enhancing and expanding access to after-school, intersession, and summer learning opportunities to complement in-school instruction. These priorities are fully aligned with the CA CS Framework and support the overarching goals of Lancaster Elementary School District's Local Control Accountability Plan (LCAP), which include promoting academic achievement, equitable learning practices, and creating safe, supportive environments.

To implement and continuously enhance a whole-child approach to school improvement across the Lancaster Elementary School District, each school will engage in ongoing evaluation, reflection, and cycles of continuous quality improvement throughout the CCSPP grant and beyond. This process will focus on assessing the fidelity of implementation and the impact of CCSPP investments and initiatives. In collaboration with LANCSD and various educational partners, each school will annually review and update the Implementation Plan to reflect the progress and evolving needs of the community schools. The results will inform this review of the Needs and Assets Assessment and course corrections derived from continuous improvement efforts and school community engagement. The annual review process will incorporate data from the School Plan for Student Achievement (SPSA), YouthTruth Survey results, local assessment results, California school Dashboard, evaluation reports from previous and current years regarding the Four Pillars of Community Schools, and the Capacity-Building Strategies (Shared Commitment, Understanding and Priorities, Centering Community-Based Learning, Collaborative Leadership, Sustaining Staff and Resources, and Strategic Community Partnerships).

COLLECTIVE PRIORITIES OF LANCASTER DISTRICT COMMUNITY SCHOOLS:

Priority	Outcome
<p>Priority 1: Enhancing academic performance, social-emotional development, and student well-being by strengthening integrated student support services.</p>	<p>Success will be determined by comparing actual outcomes to baseline outcomes, including:</p> <ul style="list-style-type: none"> • CAASPP and i-Ready Diagnostic Assessments to evaluate students’ academic achievement • YouthTruth Survey results to assess school climate, student engagement, and social-emotional development • Multiple behavioral outcome measures, including attendance rates, chronic absenteeism, and suspension/expulsion rates
<p>Priority 2: Empowering parents and families to contribute to their children’s success by providing access to community resources and fostering active engagement in education.</p>	<p>Success will be determined by:</p> <ul style="list-style-type: none"> • Regularly administering surveys and conducting focus groups with parents, families, and community members to gather qualitative feedback on the perceived quality of community school services and the effectiveness of home-school-community engagement efforts • Analyzing year-over-year results from the Whole Child and Family Support Inventory to assess progress and identify areas for improvement

<p>Priority 3: Building the capacity of educators and staff to meet students' academic and developmental needs through a Multi-tiered System of Supports (MTSS).</p>	<p>Success will be determined by reviewing teacher and staff surveys, such as the YouthTruth and other site-specific surveys.</p>
<p>Priority 4: Enhancing and expanding access to after-school, intersession, and summer learning opportunities to complement in-school instruction.</p>	<p>Success will be determined by:</p> <ul style="list-style-type: none"> • Increases in annual attendance in expanded learning programs • Growth in the number of out-of-school activities and events offered • Improved academic performance and student behavioral outcomes among expanded learning program participants (EL, Homeless, Foster Youth), as measured by CAASPP, ELPAC, and i-Ready Diagnostic scores, as well as redesignation rates of English Learners to Fluent English Proficient (RFEP)

CCSPP WHOLE CHILD AND FAMILY SUPPORTS INVENTORY:

For each potential support below, please identify if the support was part of your Community Schools Implementation Plan or Needs and Assets Assessment.

Potential Support	Are these whole child and family supports part of your Community Schools Implementation Plan/Needs and Assets Assessment?
	YES/NO
Health Screening and Services (vision, dental, hearing, neurological, physical health)	YES
Mental Health Screening and Services	YES

Nutrition Services and Support	YES
Academic Support (tutoring, specialist, etc.)	YES
Counseling/Wellness Center	YES
Multi-Tiered System of Support (MTSS)	YES
Coordination of Services Team (COST Team)	YES
Before School (times/services)	NO
After School (times/services)	YES
Summer/Intersession Programs	YES
During School (learning pathways, differentiated instruction, lab times, etc.)	YES
Teacher Leadership Development and Opportunities	YES
Parent Leadership Development and Opportunities	YES
Student Leadership Development and Opportunities	YES
Shared Decision-Making Bodies that center the voices of students, families, and community	YES
Multiple Modes of Family Communication & Involvement (e.g., student-teacher-family conferences, regular class information & outreach)	YES
Home Visits	YES
Adult Education (GED, ESL, Job Training, Financial Literacy, etc.)	YES

Positive Behavioral Interventions and Supports (PBIS)	YES
Practices that help prevent, reduce, and eliminate exclusionary discipline (restorative practices, peer mediation, trauma-formed practices, CHK, conflict resolution, etc.)	YES
Programs and practices that teach social-emotional skills (e.g., SEL curriculum (Sown to Grow, Second Step, Wondergrove, Kelso's Choice), mindfulness practices, etc.)	YES
Project-Based Learning	NO
Culturally-Sustaining and Responsive Curriculum and Pedagogy	YES
Community-Based Curriculum, Pedagogy, and Projects	YES
Personalized Learning Plans	YES
Performance Assessments (e.g., capstones, portfolios, etc.)	NO
Advisory System to ensure every student has a home base/family group and an advisor who knows them well	NO
Other: Write In	
Other: Write In	
Other: Write In	

STRATEGY 1: SHARED COMMITMENT, UNDERSTANDING, AND PRIORITY:

PART A: Describe the developmental plans for ensuring the [Overarching Values](#) are reflected in your community schools work.

Racially-just, relationship-centered spaces

At Desert View, we have applied the value of racially just, relationship-centered spaces by creating programs that are offered to all our students who need them regardless of their race or country of origin. Our school fosters open dialogue, and trust-based connections with families from all backgrounds.

Our efforts are focused on creating an inclusive and welcoming environment where all families and staff feel heard, valued, and invited to participate in our school activities and decision-making processes. We are committed to building a school culture in which every student, family, and staff member feels respected and empowered to thrive.

Recognizing that a large portion of our community is Spanish-speaking, we provide consistent translation and interpretation services. For families who speak languages other than Spanish or English, we make every effort to ensure they receive accurate information—either through district resources or by leveraging multilingual staff who can communicate in their preferred language. These efforts reflect our respect for the diverse identities and cultural backgrounds represented in our school community.

Our staff also reflects a wide range of racial, cultural, and national backgrounds, and we are committed to fostering a respectful, inclusive environment where all team members feel supported and valued in every aspect of our school's operations. Our school and surrounding community is about one-third African American and at Desert View we foster relationships and partnerships with our families.

All of our staff have participated in professional development through the *Capturing Kids' Hearts* program to ensure that every student is treated with kindness, respect, and care—fostering a school environment where Desert View truly feels like a *home away from home*.

We cultivate relationship-centered spaces through personalized communication, regular positive phone calls such as “Good news from your student's teacher”; attendance calls to provide any support to improve attendance; and events that encourage direct engagement. These include parent-teacher conferences, Open House, Back to School Night, parenting workshops, and the use of ParentSquare and social media to stay connected. We also offer a dedicated Community Room, led by our CARE Team, which works closely with families to provide resources, services and build partnerships. Community events such as Bounce into Wellness and Fun, Know your Rights workshop, Family Math Night and Lunch on the Lawn serve as opportunities to connect, support, celebrate, and strengthen the bond between school and home.

Through these intentional practices, we aim to build trust and affirm each family's role as an essential partner in their child's education and overall success.

Developmental Plans:

DV will provide ongoing training in cultural competence and equity for all teachers and staff.

DV will also continue to celebrate diversity through community events, classroom discussions led by teachers, and learning experiences that highlight and honor different cultures.

DV will maintain and strengthen our PBIS matrix to promote a positive school environment.

DV counselors and SEL teachers will continue helping students develop social-emotional skills and peaceful problem-solving strategies.

DV will continue facilitating parenting workshops and support groups.

DV will expand professional development in restorative practices, equipping staff with tools to build stronger relationships, repair harm, and create a more connected school community.

Shared Power

At Desert View, we embrace the values of a community school. Our target is that every student feels our school is like a *home away from home*, where every member of our school family has a voice and is truly heard. Our goal is to foster a strong sense of belonging for students, families, staff, and the broader community. Desert View does not belong to one individual or a small leadership group—it belongs to *all of us*.

We demonstrate shared power by creating and supporting a variety of committees that invite parents and staff to engage in meaningful, collaborative decision-making. These committees, formed through democratic elections, ensure diverse voices are at the table when shaping the priorities, programs, and practices that directly impact our students. Key committees include the School Site Council, the English Learner Advisory Committee (ELAC), the African American Advisory Committee (AAAC), a PTA with almost 100 members, and school event planning teams.

Additionally, Desert View holds weekly staff meetings where teachers and support staff can openly share concerns, suggest improvements, and work together on solutions as a united team. Other teams are Instructional Leadership Team, Attendance team, PBIS team.

By sharing leadership and inviting inclusive participation, Desert View empowers families and staff alike. We believe that shared power strengthens relationships, creates a sense of belonging, and improves outcomes.

Developmental Plans:

DV will facilitate regular meetings with diverse interest holders, including parents, teachers, staff and community members, to foster collaboration and shared leadership.

DV will promote increased participation in our various school committees, ensuring that all voices contribute to shaping school decisions and initiatives.

DV will continue to increase family and community engagement through our C.A.R.E. team.

Classroom-Community Connections

Our teachers are committed to delivering meaningful instruction that engages students through real-world experiences and culturally responsive learning.

We celebrate Hispanic Heritage Month and Black History Month with thoughtful, impactful activities that go well beyond classroom decorations. Students engage in research projects focused on influential figures from Hispanic and African American communities and create art that honors and reflects their cultural heritage.

Our Little Community Library supports this learning by offering curated books from Spanish-speaking, African American, and Native American authors during their respective heritage months. This helps students develop a deeper appreciation for diverse voices and perspectives.

During one of our community events, we hosted a *ballet folklórico* performance, offering students and families an immersive cultural experience. Events

like these strengthen the connection between home, school, and community, while celebrating the rich identities that shape our school.

In addition, we partner with local organizations such as Grace Resource Center, where our Junior Ambassadors volunteer to support food distribution for families in need. These service-learning experiences promote empathy, civic responsibility, and a greater awareness of the challenges and strengths within our local community.

Developmental Plans:

DV will host more community and family events

DV will expand collaboration with local organizations to provide students with experiential learning opportunities, for example: Science Assemblies.

DV will continue with the Junior Ambassador Program.

A focus on continuous improvement

At our school, we embrace the value of continuous improvement by consistently reflecting on our practices to better serve our students and families in different team meetings: weekly staff meeting, daily administrators meetings, instructional learning team, monthly School Site Council meetings, etc.

We regularly collect and review key metrics—such as student attendance, school climate surveys, and academic performance—to identify areas of growth and opportunities for further development. For example, over the past year, we've seen a measurable increase in student attendance rates, which reflects both the effectiveness of our engagement efforts and a more welcoming school environment.

In addition, results from our school climate surveys show positive trends in how students and families perceive safety, belonging, and support at school. For example, not only talking to students and parents in an informal structure but also through surveys, they express their high satisfaction specially with our teachers and staff.

While we are proud of these gains, we remain committed to raising academic achievement across all grade levels. Our teams continue to refine instruction, provide targeted support, and collaborate across departments to ensure every student has the tools they need to succeed.

Developmental Plans:

DV will continue to utilize relevant data to identify areas for growth and improvement across academics, climate, and family engagement.

DV will continue with ongoing meetings with the Instructional Leadership Team, teachers, staff, students, and families, ensuring that all perspectives are included in shaping the direction of our school.

PART B: Describe how you will engage historically marginalized student and family groups.

While Desert View has already begun the initial needs and assets assessments process, the next phase will involve a more inclusive and structured approach. We will engage administrators, teachers, school staff, students, families, community members, and partners through a variety of tools—including surveys,

street data collection, and interviews—to gain a comprehensive understanding not only of their current needs and strengths, but also their hopes and aspirations for our school community.

Particular attention will be given to some focused groups such as English Learner families, students with disabilities, foster youth, and families experiencing housing instability, and African American families to ensure their voices are centered in this process.

We will also facilitate community forums and listening sessions through ongoing engagement opportunities such as *Coffee with the Principal*, parent-teacher conferences, family workshops, and other events to create authentic spaces for dialogue and shared vision-building.

PART C: GOALS AND ACTIONS:

Please describe the top three goals for your community schools' initiative based on your Needs and Assets Assessments and their associated actions. At least one goal should be identified from the Whole Child and Family Inventory.

Goal	Was this goal submitted with the first APR?	Explain how the school has developed it, particularly as it relates to your Needs and Assets Assessment.	Explain the action(s) you took in the SY 2025-2026 to meet this goal.
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<p>Goal 1: By June 2027, through targeted instruction, intervention, and data-driven practices, the school will increase student achievement on the SBAC assessment by improving the Distance from Standard (DFS) in English Language Arts from 83.5 points below standard to 78.5 points below standard and in Mathematics from 107.5 points below standard to 102.5 points below standard.</p>	<p>YES</p>	<p>Using the findings from the Needs and Assets Assessment, we developed academic strategies focused on strengthening core instruction, increasing targeted interventions, expanding enrichment opportunities, and improving student engagement. Strategies were selected and aligned to district priorities and student needs. Examples include implementing differentiated instruction, providing additional small-group intervention support in reading and mathematics, increasing professional development for teachers, integrating social-emotional learning supports, and expanding opportunities for family involvement in student learning.</p>	<p>Continue implementing strategies used in 2025-2026 Increase reading engagement by hosting more literacy events actively involving families and community members to encourage and motivate students in developing a love for reading.</p>	
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<p>Goal 2: By June 2027, through consistent attendance monitoring, family engagement, student supports, and intervention strategies, the school will increase Average Daily Attendance (ADA) by 3.5%, as measured by attendance records, and decrease chronic absenteeism by 5%, as measured by the California Dashboard.</p>	<p>YES</p>	<p>The Desert View Attendance team developed an Attendance Improvement Plan focused on prevention, early intervention, and positive engagement. Strategies include strengthening communication with families regarding the importance of regular attendance, implementing attendance recognition and incentive programs, providing outreach and support for chronically absent students, increasing access to counseling and social-emotional supports, and collaborating with community agencies when additional services are needed. The school also emphasizes creating a safe, welcoming, and engaging school environment where students feel connected and supported.</p>	<p>In addition to the strategies we implemented last year, Desert View will create weekly posts on ParentSquare about attendance benefits; Implement weekly celebrations at the gates when welcoming students in the morning, improve teacher - attendance team communication, implement weekly competition between grade levels and engage families through ParentSquare positive posts.</p>

<p>Goal 3: By December 2026, through intentional outreach, communication, and family engagement activities, the school will increase parent participation in advocacy, informational, and educational events, as measured by attendance records, and increase participation in the annual YouthTruth Survey to 75% of families surveyed.</p>	<p>YES</p>	<p>Using the results of the Needs and Assets Assessment, we developed strategies focused on building meaningful partnerships between families, the school, and the community. Strategies include offering parent workshops and informational meetings, increasing opportunities for family participation in school decision-making, improving communication through multiple platforms, creating family-friendly school events, building partnerships with community organizations, and providing resources that support student learning and social-emotional well-being at home.</p>	<p>Continue with strategies from previous year. Adding additional events for grandparents; Piqu math workshops, financial management workshops, additional educational events for families, and Draw Pillows Nights.</p>
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GOAL ANALYSIS:

Describe any changes made to your planned goals, metrics, desired outcomes, or actions for the coming school year that resulted from reflections on prior practice. These reflections can include any substantive differences in planned actions and actual implementation of these actions, considerations of how effective specific actions were in making progress toward the goal, as well as identified areas of growth and any solutions you developed. (300 words or less)

While Desert View has already begun the initial needs and assets assessments process, the next phase will involve a more inclusive and structured approach. We will engage administrators, teachers, school staff, students, families, community members, and partners through a variety of tools—including surveys, Street Data collection, and interviews—to gain a comprehensive understanding not only of their current needs and strengths, but also their hopes and aspirations for our school community.

Particular attention will be given to some focused groups such as English Learner families, students with IEPs, foster youth, and families experiencing housing instability, African American families ensuring their voices are centered in this process.

We will also facilitate community forums and listening sessions through ongoing engagement opportunities such as *Coffee with the Principal*, parent-teacher conferences, family workshops, and other events to create authentic spaces for dialogue and shared vision-building.

STRATEGY 2: CENTERING COMMUNITY-BASED LEARNING:

Describe your goals and action steps to assist educators in learning about students and families as well as understanding the theoretical roots and practical elements of community-based learning.

Plan for Engaging Historically Marginalized Student and Family Groups at Desert View School

This plan outlines actionable strategies to engage historically marginalized student and family groups—such as racial/ethnic minorities, low-income families, English learners, and immigrant communities. The goal is to foster inclusion, build trust, and empower these groups to actively participate in the school’s academic, social, and cultural life. The plan is grounded in evidence-based practices, including the Dual Capacity-Building Framework and targeted universalism, and assumes a diverse school setting with resource constraints typical of public schools.

1. Build Trust Through Culturally Responsive Family Engagement

Objective: Foster authentic relationships with marginalized families by meeting them where they are.

- **Action Steps:**

- Implement **home visits** by teachers or family liaisons to build personal connections, focusing on families of color, English learners, and low-income households (target 20 visits per semester).
- Host **multicultural community events** (e.g., heritage nights, storytelling evenings) where families share traditions, food, or performances, ensuring accessibility (e.g., evening hours, virtual options).
- Partner with **community organizations** (e.g., cultural centers, churches, nonprofits) to co-host workshops on topics like navigating the school system or accessing social services.
- Assign a **bilingual family liaison** to serve as a point of contact, providing support in languages and helping families understand school processes.

2. Enhance Accessibility and Communication

Objective: Remove logistical and linguistic barriers to participation.

- **Action Steps:**

- Offer **flexible engagement formats**, such as virtual parent-teacher conferences, asynchronous workshops, or evening office hours, to accommodate working families.
- Provide **logistical support** like childcare, or meals during school events to reduce financial burdens.
- Utilize **Parent Square** to highlight marginalized students’ achievements, upcoming events, and resources, distributed in print and digital formats.

3. Empower Student and Family Leadership

Objective: Amplify marginalized voices in school decision-making and leadership.

- **Action Steps:**
 - Establish a **Student Leadership Group** meeting weekly to advise on addressing the needs of students. Utilize a training program to promote student leadership qualities and practices.
 - Establish a **Parent Leadership Group** with at least 50% representation from marginalized groups, meeting monthly to advise on school policies, curriculum, and events.
 - Host **Family Leadership Academies** to train parents on advocacy, school governance, and leadership skills, with a focus on marginalized communities.
 - Invite families to co-design **school improvement projects**, such as a community garden or mural, ensuring their input shapes the outcome.

4. Foster an Inclusive Academic and Social Environment

Objective: Create a learning environment where marginalized students feel valued and supported.

- **Action Steps:**
 - Integrate **culturally relevant curriculum**, incorporating contributions from diverse groups (e.g., African American scientists, indigenous histories) across subjects.
 - Implement **restorative justice practices** to address discipline issues, reducing suspensions that disproportionately affect students of color.
 - Display **inclusive visuals** (posters, bulletin boards) reflecting students' identities and cultures in classrooms and common areas.
 - Offer **targeted academic support**, such as after-school tutoring or mentorship programs, prioritizing marginalized students identified through data tracking (e.g., test scores, attendance).

5. Monitor and Evaluate Progress

Objective: Ensure accountability and continuous improvement in engagement efforts.

- **Action Steps:**
 - Collect **feedback** from families and students via surveys, focus groups, or suggestion boxes, ensuring anonymity to encourage honesty.
 - Track **engagement metrics** (e.g., event attendance, council participation, tutoring enrollment) disaggregated by demographic groups to identify gaps.
 - Publish an **annual equity report** summarizing progress, challenges, and next steps, shared with families in multiple languages.

- Adjust strategies based on feedback, such as adding new events or refining communication methods.

STRATEGY 3: COLLABORATION LEADERSHIP:

Describe the system of shared governance and site-level leadership structure at your community school (this could be a visual like an organizational chart or other graphic):

Site Level Goals and Measures of Progress

Goals

Action Steps

<p>We aim to strengthen our school community. Students, families, educators, and community partners will have a voice in shaping the direction and priorities of our school.</p>	<p>By increasing meaningful participation in key decision-making groups, including the School Site Council (SSC), African American Advisory Council (AAAC), Parent Teacher Association (PTA), and English Learner Advisory Committee (ELAC), Junior Ambassadors. Identify gaps in participation and representation, especially among historically marginalized voices.</p>
<p>Build Leadership Capacity Across our school Families</p>	<p>Facilitating parent workshops that address real-life needs and lived experiences, fostering deeper connections and practical support for families.</p> <p>Welcoming families into our Community Room to create a warm, inclusive space where they feel valued and recognized as essential members of our school community</p>

1. Instructional Leadership Team (ILT) The purpose of an elementary school instructional leadership team is to guide, support, and monitor the school's instructional practices to improve student learning and achievement.

Members: Principal, Vice Principal, Instructional Coach, Teachers from each grade, Community School Liaison.

2. School Site Council (SSC)

The purpose of this team is to develop, review, and approve the school's academic and budget plans to improve achievement for all students

Members: Principal, Vice Principal, Instructional Coach, Community School Liaison, teachers, Coordinated Program Specialist, Parents/caregivers, and a Community member.

3. English Learner Advisory Committee (ELAC)

The purpose is to ensure that the needs of English Learner students and their families are heard, supported, and prioritized in the school's decision making. Also, ensures the needs of multilingual students and their families are met and represented in decision-making (in SSC meetings)

Members: ELAC chairperson, Parent/ caregivers of English Learners, and Community School Liaison.

4. Parent Teacher Association (PTA)

Supports community-building activities, and family and Community engagement.

Members: Parents/caregivers, teachers, and staff.

5. African American Advisory Council (AAAC)

Its purpose is to support the success and well-being of African American students by creating a strong partnership between families, the school, and the wider community.

Members: Chairperson, Parents/caregivers, and staff.

6.- PBIS Team

The Positive Behavioral Interventions and Supports (PBIS) team plays a central role in creating and maintaining a positive, proactive, and inclusive school climate. Develop and maintain schoolwide behavior expectations

Members: Chairperson, Administration, Counselors, Teachers, Campus Supervisor

7.- AVID team

Plays a crucial role in building a college- and career-ready culture across a school. The 2024-2025 school year AVID was focused on 5th and 6th grades. We will extend to 4th grade next school year

Members: Chairperson, Teachers, and School Staff.

8.- Attendance Team

Monitors student attendance trends, identifies barriers to consistent attendance, and implements tiered interventions to support students and families, recognizing that regular attendance is key to academic success and student well-being.

Members: Vice Principal, Attendance clerk, Community School Liaison, Counselors, Family Ambassador, and School Nurse.

9.- Family and Community engagement Team.

Serves as the hub for communication, coordination, and collaboration between the school, families, community organizations, and district partners. This team ensures that academic learning is supported by the full range of resources and relationships needed for student and family success.

STRATEGY 4: SUSTAINING STAFF AND RESOURCES:

Describe the plans or steps you are considering to build sustainability beyond the life of your implementation grant:

Site Level Goals and Measures of Progress

Goals	Action Steps
<p>To foster a supportive, welcoming, and positive work environment for all staff.</p>	<p>Staff will always be welcome to engage in open, respectful, and confidential conversations with the Principal and Assistant Principal.</p> <p>We will celebrate the hard work and achievements of our team and create meaningful opportunities to enjoy time together outside of regular duties—building relationships and strengthening our sense of belonging and community.</p> <p>We will also regularly monitor staff satisfaction to ensure a healthy, collaborative, and fulfilling school climate.</p>
<p>All of our students will receive the support they need to succeed, regardless of their country of origin, race, language, or background.</p>	<p>We are committed to recruiting and retaining multilingual staff and educators who reflect and understand the rich diversity of our school community.</p> <p>To further support our students and families, we will continue to utilize the services of district-affiliated partner organizations, while also building new relationships with community agencies that share our mission.</p> <p>Our school counselors will remain dedicated to supporting students facing behavioral challenges, offering consistent, compassionate guidance.</p> <p>Our Student Support Team (SST) and Resource Teachers will continue working collaboratively to address both academic and behavioral needs, ensuring that every student receives the targeted interventions necessary to thrive.</p>

Key Staff Personnel

Principal and Assistant Principal	Provide ongoing support and meaningful evaluation of staff performance and well-being, while maintaining a clear understanding of each staff member's roles and responsibilities.
Counselors	Provide behavioral and emotional support to students.
Family and Community Ambassador	Strengthen family engagement and involvement by actively understanding their needs and connecting them with targeted support and resources.
Community School Liaison	Coordinate services with community partners to ensure students and families have access to the resources they need. Provide ongoing support to all site-based teams to enhance collaboration and impact.
SST team and Resources Teachers	Provide targeted academic support and interventions.

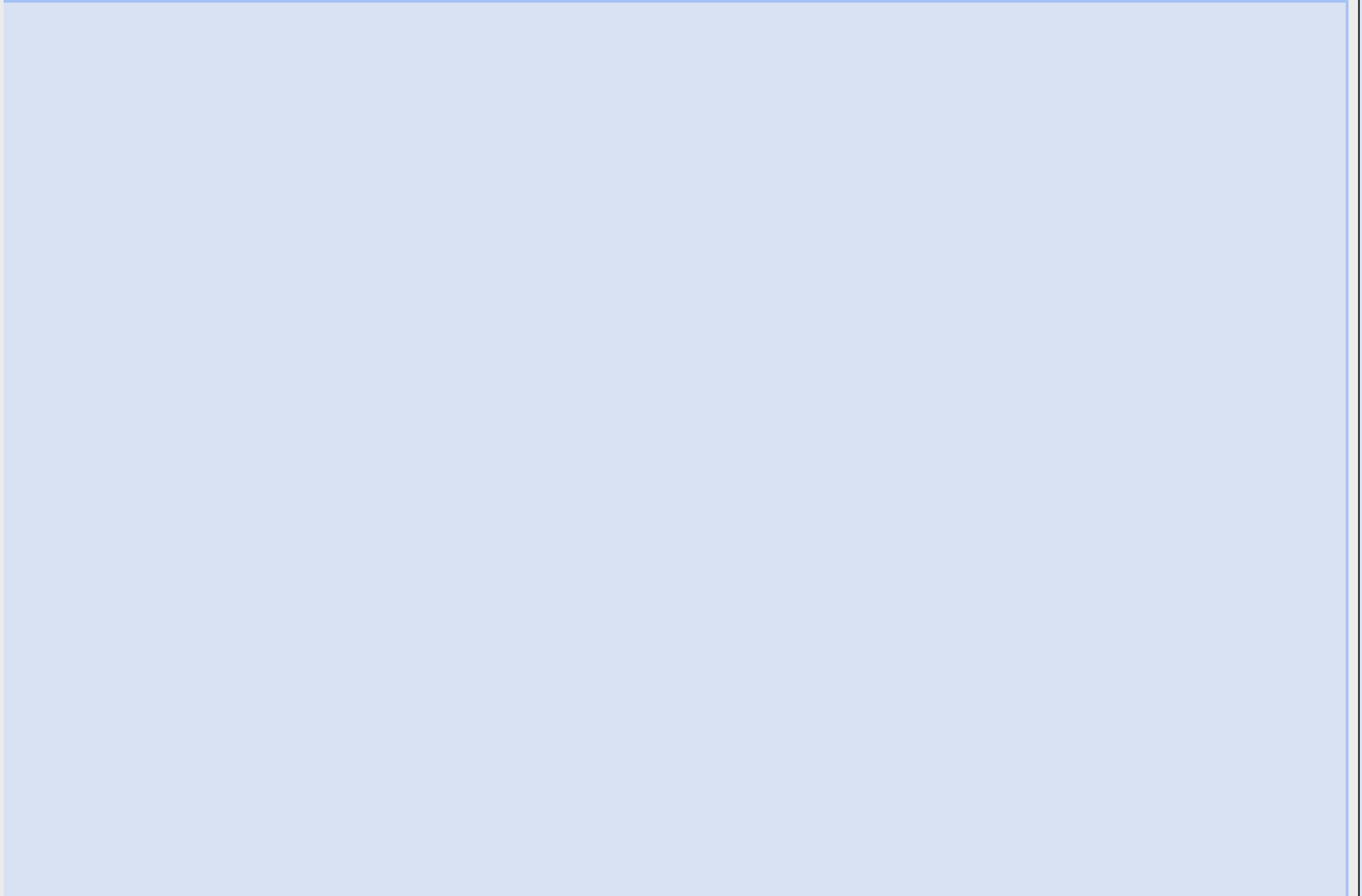
Describe the plans or steps you are considering to build sustainability beyond the life of your implementation grant:

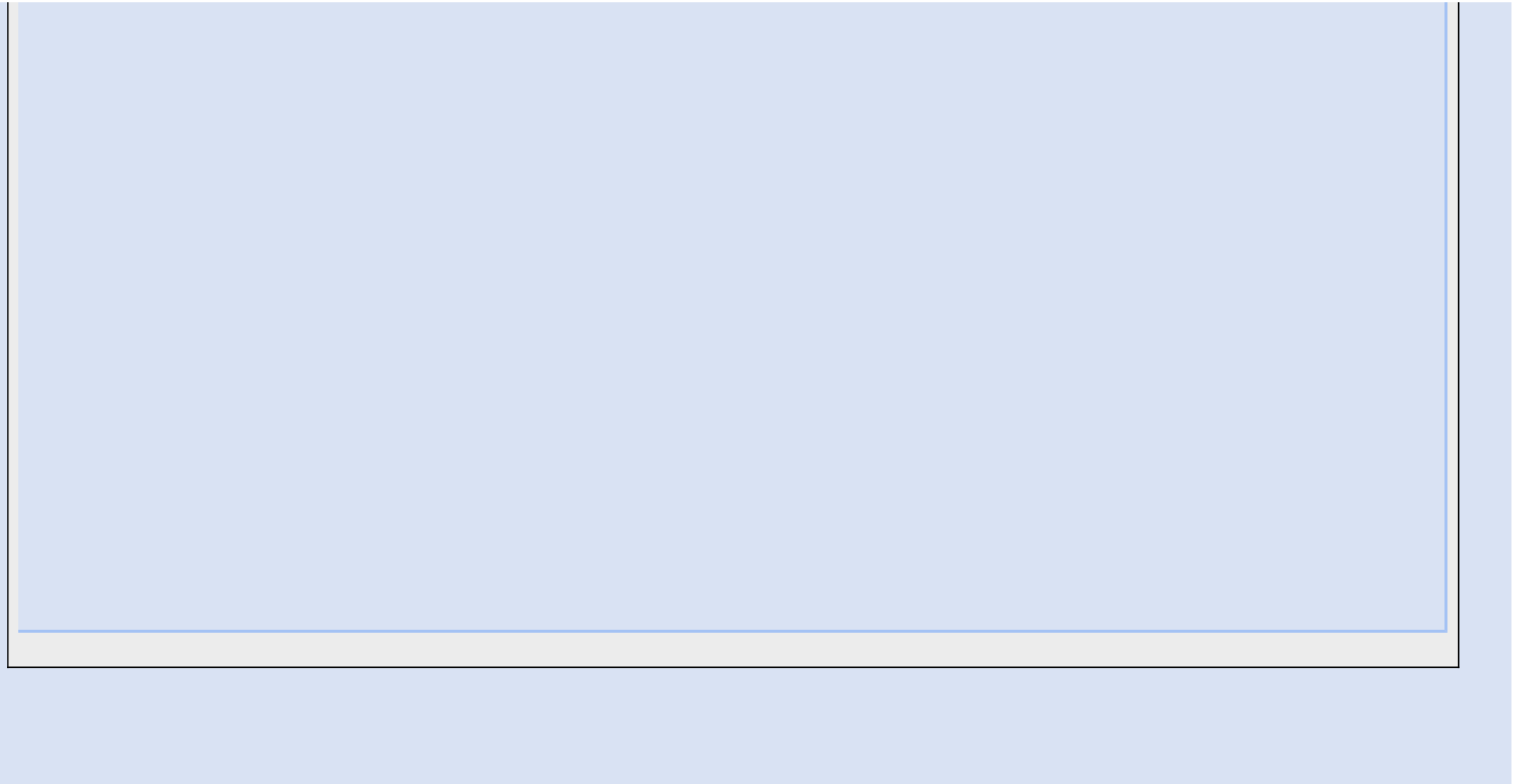
STRATEGY 5: STRATEGIC COMMUNITY PARTNERSHIPS:

Describe the partnerships you have established or plan to establish, and how your school's partnerships will be responsive to the vision and priorities of students, staff, families and community members:

Site Level Goals and Measures of Progress

Goals





Staffing and Professional Development

Staffing and Professional Development Summary

To meet the diverse academic and behavioral needs of our students, there is a critical need to both expand staffing and refine professional development offerings. Differentiated professional development opportunities are necessary to ensure all staff members—teachers, interventionists, and para-educators—receive training aligned to their specific roles and growth areas. A "one-size-fits-all" model is insufficient to address the wide range of needs across experience levels, content areas, and intervention expertise.

Additionally, to more effectively meet the needs of students requiring Tier 2 and Tier 3 supports, the hiring of specialized intervention teachers is essential. These interventionists will provide targeted small-group and individual instruction designed to close learning gaps and accelerate academic growth.

The MTSS paraeducators provide both academic and behavioral interventions. Academic para-educators assist with the implementation of intervention programs, allowing for more frequent and intensive support for struggling learners. Behavioral para-educators provide support in regulating behavior, teaching social-emotional skills, and assisting in maintaining a positive learning environment, especially for students exhibiting significant behavioral needs.

Together, these investments in staffing and professional learning will strengthen the multi-tiered systems of support (MTSS) on campus, promote student success, and build a more resilient, skilled workforce capable of meeting students where they are and helping them thrive.

Staffing and Professional Development Strengths

Desert View Elementary School demonstrates a strong commitment to fostering a supportive, high-quality learning environment through its staffing and professional development initiatives. The school's ongoing work in Capturing Kids' Hearts (CKH) and Positive Behavioral Interventions and Supports (PBIS) has established a positive, relationship-centered campus culture where students feel safe, valued, and connected. In addition, staff has engaged in professional development in Restorative Practices, strengthening their ability to build community, repair harm, and support positive student relationships. Through sustained professional learning in Teacher Clarity, teachers are continually refining their instructional practices to ensure that learning intentions and success criteria are transparent, resulting in more purposeful and focused instruction for all students.

Desert View is exceptionally well-staffed and able to meet the diverse needs of its students. A full-time Teacher on Special Assignment (TOSA) provides direct instructional coaching and supports ongoing professional growth. Two full-time counselors and a full-time psychologist ensures that students' social-emotional and mental health needs are addressed with comprehensive, proactive services. As well as our full time Social Emotional teacher who meets with small groups of student at each grade level every week.

Needs Statements Identifying Staffing and Professional Development Needs

Needs Statement 1 (Prioritized): At Desert View Elementary School, there is an urgent need for teachers to strengthen Tier I instructional strategies to better support African American students. Targeted improvements in core instruction are essential to close achievement gaps, promote equity, and ensure all students have access to high-quality, rigorous learning experiences.

Root Cause/Why: African American students are performing disproportionately lower in both math and English language arts compared to all other student groups.

Teaching and Learning

Teaching and Learning Summary

Our teaching and learning approach is centered on fostering an inclusive and dynamic educational environment. We prioritize creating a space where every student feels valued and supported, ensuring that diverse learning needs are met through differentiated instruction. By integrating innovative teaching methods and leveraging technology, we aim to engage students actively and make learning both relevant and exciting.

Professional development for our educators is a cornerstone of our strategy, as we believe that continuous learning for teachers directly impacts student success. We provide regular training sessions and workshops that focus on rigor and AVID strategies (WICOR). This commitment to professional growth ensures that our teachers are well-equipped to deliver high-quality instruction and adapt to the evolving educational landscape.

Collaboration and communication are key components of our teaching and learning framework. Teachers work in Professional Learning Communities, sharing data, best practices and planning CFA's together. We encourage open dialogue between teachers, students, and parents to create a supportive community that works together towards common educational goals. By fostering strong partnerships, we can better understand and address the needs of our students, ultimately enhancing their academic and personal development.

Assessment and feedback are integral to our educational process, as they provide valuable insights into student progress and areas for improvement. We utilize a variety of assessment tools to measure student learning and provide constructive feedback that guides their academic journey. This approach allows us to tailor our teaching strategies to better support each student's growth and achievement.

Finally, we are committed to cultivating a culture of curiosity and lifelong learning within our school community. By encouraging students to explore their interests and think critically, we aim to instill a love of learning that extends beyond the classroom. Our goal is to prepare students not only for academic success but also for the challenges and opportunities they will encounter in the future.

Teaching and Learning Strengths

Our school prides itself on its exceptional teaching and learning strengths, which are the cornerstone of our educational philosophy. Our dedicated faculty employs innovative teaching methods that cater to diverse learning styles, ensuring that each student receives a personalized and effective educational experience. By integrating technology and hands-on learning opportunities, we create an engaging and dynamic classroom environment that fosters critical thinking and problem-solving skills.

Furthermore, our curriculum is designed to be both challenging and supportive, encouraging students to reach their full potential while providing the necessary resources and guidance to succeed. We emphasize a collaborative approach to learning, where students are encouraged to work together, share ideas, and learn from one another. Our commitment to continuous professional development for our teachers ensures that they remain at the forefront of educational best practices, further enhancing the quality of education we provide.

Needs Statements Identifying Teaching and Learning Needs

Needs Statement 1 (Prioritized): In 2024, student learning did not grow as measured by the SBAC. ELA was 91.4 points below the standard and Math was 108.4 points below the standard. Academic scores in the areas of ELA and Math maintained from the previous year. Even the subgroups of the most affected groups stayed the same: African American, Hispanic, socially/economically disadvantaged (SED), and students with disabilities (SWD).

Root Cause/Why: Lack of collaboration between grade levels and no vertical articulation; students may have over practiced. There was a lack of rigor and direct instruction. Lack of communication of expectations and PLC meetings. Admin had to make some changes to better support PD. Staff need targeted PD, clear communication of site goals, and environment of trust to collaborate around data and instruction.

Needs Statement 2: Currently, English language Learners are 43.6% proficient. 99 students of 711 currently enrolled are English Language Learners. Of those 14 students are LTELs with 4-6years in the EL program and 8 students are 6 or more years in the LTEL program. In the 2024- 2025 school year we reclassified 1 student.

Root Cause/Why: Many multilingual students are making their expected growth, but stagnate in their English development. Targeted designated ELD time needs to be built in to the daily master schedule and lessons delivered in ELD daily. Small group lesson delivery was not happening with consistency and the bilingual paraeducator often did not visit classroom to support students.

Needs Statement 3 (Prioritized): A significant number of students identified as Multi-Language Learners (MLLs) at our school require targeted support to accelerate their English language development. Current data indicates that many MLLs are not meeting expected annual growth benchmarks in English proficiency as measured by the ELPAC Summative Assessment. Without strategic intervention, these students risk falling further behind

Root Cause/Why: The root cause on our campus require targeted intervention because MLL's are working below grade level.

Parental Engagement

Parental Engagement Summary

2024: Our enrollment continues to climb. Chronic absenteeism increased by less than a percentage, but any increase is bad. Our chronically absent student subgroups are: AA, EL, FY, Hispanic, SED, SWD. Students not in the most affected category are: Homeless, 2+ races, and white.

Years	% of chronically absent	Increase/ maintain/ decrease chronically absent	Groups affected the most
2018	16.70%	Decline 0.8%	Homeless
2019	17.20%	Increase 0.5%	AA, SWD, Homeless
2020			
2021			
2022	49.90%		AA, EL, FY, Hispanic, Homeless, 2+ races, SED, SWD, White
2023	41.90%	Declined 7.9%	EL, FY, Homeless, 2+ races, white
2024	42.50%	Increased 0.6%	AA, EL, FY, Hispanic, SED, SWD

Needs Statements Identifying Parental Engagement Needs

Needs Statement 1 (Prioritized): In 2024, chronic absenteeism increased from 41.9% the previous year to 42.9%. Affected groups were African American , English Language Learners, Foster Youth, Hispanic, Socio-economically disadvantaged, and students with disabilities.

Root Cause/Why: Parents and students became disengaged from the school. School communication with the community was inconsistent. Attendance team was not regularly meeting. Incentives/disincentives were inconsistent. Failure to adequately understand and relate to the needs of our students and families..

School Culture and Climate

School Culture and Climate Summary

Our enrollment continues to climb. Suspensions for at least one day decreased by 1.4%. . Students not in these groups are Hispanic, EL, and white.

Years	Enrollment	Suspended > 1 day	Increase/Maintain/Decrease in Suspensions	Groups affected the most
2018	743	4.20%	Declined 2.1%	Homeless, 2+ races
2019	709	4.20%	Maintained 0%	FY, Hispanic, SED
2020	723			
2021	679			
2022	633	2.10%		AA, FY, SWD
2023	691	4.70%	Increased 2.6%	AA, FY, SED, SWD
2024	718	3.30%	Declined 1.4	AA, Homeless, 2+ Races, SED, SWD

Desert View School demonstrates a strong commitment to creating a positive, supportive school climate through its effective implementation of Positive Behavioral Interventions and Supports (PBIS) and Capturing Kids' Hearts (CKH). These frameworks are firmly embedded across the campus, promoting consistent expectations, strong relationships, and a culture of respect and responsibility among students and staff. This past year Desert View began the important work of integrating restorative practices, further strengthening its approach to building community and addressing student needs in a proactive and empathetic manner.

Desert View hosts a dedicated Social-Emotional Learning (SEL) Center, where Tier 2 and Tier 3 students receive intensive, targeted SEL support four days a week. In this small-group setting, led by a credentialed teacher, students engage in 25-minute sessions focused on developing emotional regulation, conflict resolution, and coping skills.

School Culture and Climate Strengths

Our school takes immense pride in fostering a positive and inclusive culture that celebrates diversity and encourages mutual respect among students, staff, and the community. This nurturing environment is pivotal in creating a sense of belonging and safety, which in turn enhances student engagement and learning outcomes. We are committed to maintaining open lines of communication and collaboration, ensuring that every voice is heard and valued, thereby strengthening our school community.

Furthermore, our climate is characterized by a strong emphasis on academic excellence and personal growth. We strive to create an atmosphere where students are motivated to achieve their best, supported by a dedicated team of educators who are passionate about teaching and learning. Our focus on continuous improvement and innovation in educational practices ensures that we remain at the forefront of providing a high-quality education that prepares our students for

Needs Statements Identifying School Culture and Climate Needs

Needs Statement 1 (Prioritized): In 2024, Desert View suspension rate is still high at 3.30%. Student subgroups affected by suspensions are African American, Homeless students, 2+ races, Socio-economically Disadvantaged, and Students with disabilities. Our primary area and time where students get in trouble the most are on the playground during unstructured play.

Root Cause/Why: Students are suspended primarily for fighting. Teachers need to effectively and consistently promote and teach social emotional learning, meaningfully use the social contract, and campus-wide we need to build stronger relationships with students.

Needs Statement 2 (Prioritized): Desert View must strengthen its partnerships with families and community organizations by expanding access to parent engagement, advocacy, and informational events.

Root Cause/Why: Our community consists of many low socio-economic families; we are a bedroom community that requires long distance commutes for work and there are language, ethnic and cultural differences.

Needs Statement 3 (Prioritized): Strengthen interpersonal relationships, enhance communication, and improve overall collaboration among staff members. By prioritizing intentional opportunities for connection and teamwork, the campus can cultivate a stronger sense of community, increase staff morale, and support a more effective and unified workforce.

Root Cause/Why: Limited structured opportunities for staff to engage in meaningful, non-task-related interaction have led to weakened interpersonal connections and reduced collaboration across departments.

Goals, Strategies/Activities, and Expenditures

Complete a copy of the Goal table for each of the school's goals. Duplicate the table as needed.

Goal 1.1

Goal #	Description
Goal 1.1	CCSPP Strategy 1: Shared Commitment, Understanding, and Priorities (PLCs, PD) By 06/2027, increase the percentage of students meeting the standard in ELA/Social Studies from 83.5 to 76 points below the standard as measured by the SBAC.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

At Desert View Elementary School, there is an urgent need for teachers to strengthen Tier I instructional strategies to better support African American students. Targeted improvements in core instruction are essential to close achievement gaps, promote equity, and ensure all students have access to high-quality, rigorous learning experiences.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
All students	83.5 points below the standard (orange)	76 points below the standard (yellow)
ELA CAASPP African American	106.3 points below the standard (orange)	99 points below the standard (yellow)
ELA CAASPP Hispanic	77.9 points below the standard (orange)	69 points below the standard (yellow)
ELA CAASPP Socioeconomically Disadvantaged	87.5 points below the standard (orange)	80.5 points below the standard (yellow)
ELA CAASPP Students with Disabilities	143.6 points below the standard (orange)	137.6 points below the standard (yellow)

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1.1.1	Establish regular Professional Learning Community (PLC) meetings where teachers across grade levels collaborate to align ELA/Social Studies curriculum and share best practices.	All Students		
1.1.2	CCSPP Strategy 4: Sustaining staff and Resources (PD) Provide targeted professional development focused on increasing rigor in ELA/ Social Studies instruction, including professional development with insrtuctional coach and district coaches, in using math manipulatives, differentiated instruction, Universal Design for Instruction (UDL) and higher-order questioning techniques.	All Students	\$6,000	Title 1 Account Code: 1000–1999 Certificated Personnel Salaries
1.1.3	Utilize formative assessments to identify gaps in student understanding and adjust instruction accordingly, ensuring that all students receive the support they need to meet the standard and to provide incentives for students who make improvement.	All Students		
1.1.4	Desert View Elementary School will provide a Tier 3 intervention in reading, through a Learning Center model, that provide pull-out services in a general education setting for both general education students and students with disabilities.	All Students	\$98,144.02	Title 1 Account Code: 1000–1999 Certificated Personnel Salaries
1.1.5	Continue to provide a daily roving substitute teacher for the purpose of continuity of instruction and teacher data meetings	All Students	\$2,500	Title 1
1.1.6	The Walk to Learn model involves grouping students across classrooms within a grade level based on their current instructional needs. Students "walk" to different classrooms or instructional spaces for a dedicated block of time where they receive small-group instruction that targets specific skill sets (e.g., phonics, fluency, comprehension, number sense, problem-solving).	Homeless, Low Income, All Students, Students with Disabilities, Foster Youth, English Learners	\$1,000	Title 1

1.1.7	Students will participate in curricular activities on campus and study trips to increase their proficiency in ELA/Social Studies.	All Students	\$14,000 \$7,000	LCFF - Base Account Code: 5000–5999 Services and Other Operating Expenditures LCFF S/C Account Code: 5000–5999 Services and Other Operating Expenditures
1.1.8	Increase student access to high-interest, standards-aligned library books to support literacy development, independent reading, and academic achievement across all grade levels. Funds will be used to purchase classroom and library books that reflect diverse cultures, reading abilities, and curriculum needs in order to promote reading engagement, comprehension, and vocabulary growth.	All Students	\$8,000	Title 1 Account Code: 4000–4999 Books and Supplies

Annual Review

SPSA Year Reviewed: 2025-2026

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

We implemented multiple strategies; walk to learn, The Learning Center, PLC's, tutoring, visible learning, study trips, small group instruction across all grade levels, and prioritizing the master schedule in teaching and instruction. These strategies were effective because they were implemented with fidelity, monitored by administration, and the teachers collaboration. We grew 7.9 points on the dashboard in ELA. We met our goal.

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

Some teachers were on not on board, and did not believe it was going to work. A few are stilling learning how to utilize formative assesments for growth.

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.

Increase tutoring and present more professional development and discussions with our ILT team, and grade levels around formative assessments. We want to strengthen our walk to learn. (in certain grade levels)

Goal 1.2

Goal #	Description
Goal 1.2	CCSPP Strategy 4: Sustaining Staff and Resources (PD) By 06/2027, increase the percentage of students meeting the standard in Math from 107.5 to 102.4 points below the standard as measured by the SBAC.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

At Desert View Elementary School, there is an urgent need for teachers to strengthen Tier I instructional strategies to better support African American students. Targeted improvements in core instruction are essential to close achievement gaps, promote equity, and ensure all students have access to high-quality, rigorous learning experiences.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
All students	107.5 points below the standard (red)	102.4 points below the standard (orange)
Math CAASPP African American	127.2 points below the standard (orange)	122 points below the standard (yellow)
Math CAASPP Hispanic	100.8 points below the standard (orange)	95.8 points below the standard (yellow)
Math Socioeconomically Disadvantaged	109.4 points below the standard (red)	104.4 points below the standard (orange)
Math CAASPP Students with Disabilities	161.4 points below the standard (orange)	155.4 points below the standard (yellow)

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1.2.1	Implement a Math intervention program where students receive targeted instruction based on their individual needs during a designated intervention time.	All Students	\$10,000	Title 1 Account Code: 5000–5999 Services and Other Operating Expenditures
1.2.2	Conduct professional development sessions focused on effective Math teaching strategies, including the use of manipulatives and real-world problem-solving.	All Students	\$6,000 \$600	LCFF - Base Account Code: 2000–2999 Classified Personnel Salaries LCFF - Base Account Code: 2000–2999 Classified Personnel Salaries
1.2.3	Analyze student performance data during PLC meetings to identify trends and adjust instructional practices to better support student learning in Math.	All Students		
1.2.4	Continue to provide a daily roving substitute teacher for the purpose of continuity of instruction and teacher data meetings	All Students		
1.2.5	Assign an intervention teacher to the Learning Center to provide daily targeted Tier III instruction in reading and math for students significantly below grade level, using data-informed small group support to accelerate academic progress.	All Students, Foster Youth, Low Income, Students with Disabilities, English Learners	\$5,000	California Community Schools Partnership Program Account Code: 5000–5999 Services and Other Operating Expenditures
1.2.6	The Walk to Learn model involves grouping students across classrooms within a grade level based on their current instructional needs. Students "walk" to different classrooms or instructional spaces for a dedicated block of time where they receive small-group instruction that targets specific skill sets (e.g., phonics, fluency, comprehension, number sense, problem-solving).	Students with Disabilities, Low Income, All Students, English Learners, Foster Youth	\$5,000	California Community Schools Partnership Program Account Code: 5000–5999 Services and Other Operating Expenditures

1.2.7	CCSPP Strategy 2: Centering Community Based Learning Students will participate in curricular activities on campus and study trips to increase their proficiency in Mathematics.	All Students	\$8,851.60	<p>Title 1 Account Code: 3000–3999 Employee Benefits</p> <p>Title 1 Account Code: 4000–4999 Books and Supplies</p> <p>LCFF S/C Account Code: 4000–4999 Books and Supplies</p> <p>Title 1 Account Code: 4000–4999 Books and Supplies</p> <p>LCFF S/C Account Code: 4000–4999 Books and Supplies</p> <p>LCFF - Base Account Code: 4000–4999 Books and Supplies</p>
			\$1,157	
			\$1,500	
			\$2,000	
			\$3,000	
			\$2,000	

Annual Review

SPSA Year Reviewed: 2025-2026

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

There is misalignment between state standards and our curriculum. The district is in the process of reviewing math curriculums and will implement new standards based curriculum in the 2026-2027 school year.

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

We prioritized ELA, we were unable to purchase a math program we had hoped to implement.

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

We will have additional professional development and implementation of the new curriculum. Professional development will emphasize the new math framework and standards based instruction. We will analyze math data with our ILT team on a regular basis and adjust walk to learn accordingly.

Goal 1.3

Goal #	Description
Goal 1.3	CCSPP Strategy 5: Strategic Community Partnerships: - We will see an increase in language development by offering tutoring services for multi-language learners using Community School Funds. By May 2027, Multi-Language Learners will demonstrate growth and will increase their level of English proficiency by at least 5% as measured by the ELPAC Summative Assessment.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
All English Language Learners	48.8% (green)	53.6% (green)
LPAC Level 4 Students	12 Students	12 Students will reclassify to RFEP

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1.3.1	CCSPP Strategy 5: Strategic Community Partnerships (tutors) Implement after-school tutoring sessions specifically for Multi-Language Learners (MLLs) focusing on English language development. Use Community School Funds to hire qualified tutors who are trained in English language acquisition strategies.	English Learners	\$10,000	Title 1 Account Code: 5000–5999 Services and Other Operating Expenditures
1.3.2	Utilize formative assessments to regularly monitor the progress of MLLs in their English language development. Teachers will analyze this data bi-weekly to adjust instruction and provide targeted support where needed.	English Learners		

1.3.3	Organize monthly workshops for parents of MLLs to equip them with strategies to support their children's English language development, math and financial knowledge at home, using resources and materials provided through Community School Funds.	English Learners	\$40,000	California Community Schools Partnership Program
1.3.4	Students will participate in curricular activities on campus and study trips to increase their proficiency in English proficiency.	English Learners	\$3,500	Title 1

Annual Review

SPSA Year Reviewed: 2025-2026

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

We implemented additional site based and district based tutoring. We re-classified 17 students, increasing our percentage by 5.2 meeting our goal.

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

We had a delay in the implementation of curriculum due to a delay of instructional materials.

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

We will begin teaching at the beginning of the school year, and offer tutoring to multilingual students earlier in the year and emphasize tutoring in grades K-2 in order to reclassify students at a younger age.

Goal 1.4

Goal #	Description
Goal 1.4	CCSPP Strategy 4: Sustaining Staff and Resources (Curricular activities) By 06/2027, increase the percentage of all students meeting the standard in Science by 5 science points as measured by the CAST.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
All students	37.1 (Yellow)	42.1
Socioeconomically Disadvantaged	36.3 (yellow)	41.3

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1.4.1	Students will participate in curricular activities on campus and study trips to increase their proficiency in Science.	All Students	\$6,000 \$15,000	Title 1 Equity Multiplier

Annual Review

SPSA Year Reviewed: 2025-2026

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

Emphasized ashearance to the master schedule, ensuring instrution in science. Took a science camp study trip and we had a science assembly this year. We grew by 4.4 perctage points.

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

none

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.

Losing our funding for science camp.

Goal 1.5

Goal #	Description
Goal 1.5	Fiscal solvency

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1.5.1	Ensure effective, strategic, and transparent planning of operational expenditures to support school-wide priorities, maintain essential services, and maximize resources aligned with the SPSA goals in academics, student engagement, family engagement, and school climate.	All Students	\$15,000 \$1,500 \$2,500 \$4,000 \$10,000 \$5,000	LCFF - Base Account Code: 2000–2999 Classified Personnel Salaries LCFF - Base Account Code: 4000–4999 Books and Supplies LCFF S/C Account Code: 4000–4999 Books and Supplies LCFF - Base Account Code: 4000–4999 Books and Supplies LCFF - Base Account Code: 4000–4999 Books and Supplies Title 1 Account Code: 5000–5999 Services and Other Operating Expenditures
1.5.2	Expand access to high-quality, engaging, and equitable after-school learning opportunities through the implementation of an Expanded Learning Opportunities Program (ELOP) that supports academic enrichment, homework assistance, and enrichment activities to improve student achievement, attendance, and engagement beyond the regular school day.	All Students	\$150,000	ELO-P Account Code: 5000–5999 Services and Other Operating Expenditures

Annual Review

SPSA Year Reviewed: 2025-2026

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

We met with our CPS weekly and our budget team 3 times this year.

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

n/a

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.

none

Goal 2.1

Goal #	Description
Goal 2.1	CCSPP Strategy 1: Shared Commitment, Understanding, and Priorities By 06/2027, reduce chronic absenteeism by 5% and increase average daily attendance rate by 3% among all student groups, with a focus on African American, English Language Learners, Foster Youth, Hispanic, socio-economically disadvantaged, and students with disabilities by implementing engaging after-school enrichment activities, consistent family communication, positive attendance incentives, and targeted outreach that motivates students to attend school regularly and remain connected to the campus throughout the day.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
All students	32.6% (yellow)	27.6% (Yellow)
Dashboard Data Student Engagement African American	40.8% (Yellow)	35.8% (yellow)
Dashboard Data Student Engagement English Language Learners	24% (orange)	19% (yellow)
Dashboard Data Student Engagement Foster Youth	12.9% (yellow)	7.9% (yellow)
Dashboard Data Student Engagement Hispanic	27.5% (Yellow)	22.5% (yellow)
Dashboard Data Student Engagement Students with Disabilities	33.3% (Yellow)	28.3% (yellow)

Data Dashboard Engagement Homeless	41% (Orange)	36% (Orange)
Data Dashboard Engagement Socio-Economic Disadvantaged	34% (yellow)	28% (yellow)
Data Dashboard Engagement two or more races	23.5% (orange)	18.5% (yellow)

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
2.1.1	Attendance team meets weekly to review attendance data, identify students at risk of chronic absenteeism, and develop targeted intervention plans.	All Students	\$5,000	Title 1 Account Code: 5000–5999 Services and Other Operating Expenditures
2.1.2	Implement a school-wide communication plan to regularly update parents and students about student attendance expectations and the importance of regular attendance, using multiple platforms such as newsletters, social media, and automated calls, and attendance incentive events.	All Students	\$5,000	Title 1 Account Code: 5000–5999 Services and Other Operating Expenditures
2.1.3	Continue intervention and incentives for students with improved or perfect attendance, and other attendance rewards, such as recognition programs, certificates, or small rewards, and ensure these are communicated clearly to students and parents.	All Students	\$7,000	LCFF - Base

SPSA Year Reviewed: 2025-2026

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

Our implementation proved to be effective in the areas chronic attendance, communicating family events, incentives for students, and implementation of the VAPA program. We held student of the month academic and learner behavior recognition assemblies, semester academic award assemblies, all grade levels participated in VAPA lessons (Luna Art) and our music program with an end of the year culmination performance at LPAC.

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

Decrease motivation due to the music teacher's emphasis on voice rather than musical instruments only.

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.

Replacing our music teacher, and adding an art teacher. (both will be shared with Sunnydale.

Goal 3.1

Goal #	Description
Goal 3.1	CCSPP Strategy 2: Centering Community-Based Learning: By 06/2027, maintain the suspension rate for all student subgroups at 2% or less by implementing targeted interventions and support systems.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Dashboard Data All Students Suspensions	0.04% (Blue)	3% (Blue)
Dashboard Data Student Engagement Suspensions African American	0.7% (Blue)	2% (yellow)
Dashboard Data Student Engagement Suspensions Homeless	1.1% (Blue)	7% (Blue)
Dashboard Data Student Engagement Suspensions 2 or more races	0% (yellow)	.0 (Green)
Dashboard Data Student Engagement Suspensions Socioeconomically Disadvantaged	0.4% (Blue)	0.4% (Blue)
Dashboard Data Student Engagement Suspensions Students with Disabilities	0.6% (Blue)	0.6% (Blue)

Year to date Office discipline referrals All students- Major)		
Year to date Office discipline referrals All students- Minor)		

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
3.1.1	CCSPP Strategy 1: Shared Commitment, Understanding, and Priorities: Conduct professional development for all staff on effective social-emotional learning (SEL) strategies; Capturing Kids Hearts, Positive Behavior Intervention Strategies, and Restorative Practices, and how to integrate them into daily classroom and campus activities. Staff will be trained to recognize and deescalate potential conflicts before they occur.	Low Income, Students with Disabilities, All Students	\$597	LCFF S/C Account Code: 5000–5999 Services and Other Operating Expenditures
3.1.2	CCSPP Strategy 5: Strategic Community Partnerships: Maintain our mentorship program pairing students from affected subgroups with staff members, counselors, ELEVO Mentors and/or psychologists, to build stronger relationships, provide guidance, and include follow-up support for students involved.	All Students, Students with Disabilities, Low Income	\$5,000 \$143,521.82	LCFF S/C Account Code: 5000–5999 Services and Other Operating Expenditures Equity Multiplier Account Code: 5000–5999 Services and Other Operating Expenditures
3.1.3	CCSPP Strategy 4: Sustaining Staff and Resources: Increase human supervision and digital assisted supervision (cameras) to decrease incidents of fighting, increase safety, and protect the facilities.	All Students		
3.1.4	Develop a behavior contract for tier 3 students to reduce tier 3 behaviors	All Students		
3.1.5	Recognize and celebrate teachers and student achievements to promote a positive school culture.	All Students, Staff		

3.1.6	Maintain structured play activities and games during recess to engage students and reduce opportunities for conflict.	All Students	\$5,000	LCFF S/C Account Code: 5000–5999 Services and Other Operating Expenditures
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Annual Review

SPSA Year Reviewed: 2025-2026

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

A combination of 2nd step daily classroom lessons, along with our SEL program and student mentors. Communication with parents, implementation of VAPA, and after school sports program all year. Our counselor's small groups, classroom lessons, relationship capacity with students, and restorative practices. Parenting classes taught by our community Liaison and family ambassador, PBIS schoolwide system, monthly learner trait awards ceremonies and facilities maintenance (keeping our school clean)

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

Loss of one our counselors and loss of having a site based psychologist. New SEL teacher, many of our families have a legacy of poverty, and bring their trauma with them to school.

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

We would like to add an additional counselor for our 744 students, as well as funding to keep our school site mentors if funding can be acquired. More professional development for staff and PBIS strategies for staff to development relationship capacity among each other.

Goal 3.2

Goal #	Description
Goal 3.2	CCSPP Strategy 5: Strategic Community Partnerships - Through continued partnership with our families and community, increase in connectedness will be evident throughout all areas of campus. Desert View will increase the number of parents who attend parent engagement, advocacy, and informational events. By December 2027, when the annual Youth Truth Survey is administered, there will be increases in all areas indicated above by 3% or more.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Youth Truth Student (Relationships)		
Youth Truth Student (Belonging)		

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
3.2.1	CCSPP Strategy 3: Collaborative Leadership: Offer virtual options for all parent engagement, advocacy, and informational events to accommodate parents who have long commutes or work during event times. This will allow parents to participate from home or work.	All Students		
3.2.2	CCSPP Strategy 2: Centering Community Based Learning Provide translation services and materials in other languages for events to ensure language barriers do not prevent participation. This includes using bilingual staff or using translation technology during events.	All Students		

3.2.3	CCSPP: Strategy 2: Centering Community-Based Learning Implement a parent ambassador program where parent volunteers from diverse backgrounds work with our student Jr. ambassadors, and reach out to other parents to encourage participation and provide information about upcoming events in a culturally relevant manner.	All Students	\$3,000	California Community Schools Partnership Program Account Code: 5000–5999 Services and Other Operating Expenditures
3.2.4	Desert View Elementary will provide an intake center to support the transition to a new school for students enrolling midyear: 1 Create a space in the Community Center (room 31) to function as an "intake center," in which new students are introduced to behavioral expectations, gather information about their history and participate in diagnostic assessments as needed. 2. Family ambassador and Jr. Star ambassadors will conduct tours and invite new students to lunch. AS well, check in with new students throughout the first week. 3. Provide welcome folder with information about upcoming events, schedules, small gift.	All Students	\$4,000	LCFF - Base
3.2.5	CCSPP Strategy 5: Strategic Community Partnerships Implement parent workshops and student assemblies focused on social-emotional learning (SEL) to strengthen students' emotional well-being, positive behavior, relationship skills, resilience, and school connectedness. Workshops and assemblies will provide students, staff, parents, and community members with educational strategies and resources that support communication, conflict resolution, empathy, mental wellness, and positive decision-making in order to promote a safe, inclusive, and supportive school environment.	All Students	\$98,000	California Community Schools Partnership Program Account Code: 5000–5999 Services and Other Operating Expenditures

Annual Review

SPSA Year Reviewed: 2025-2026

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

We met our goal in relationships by growing by 8%. However, in Belonging we missed our goal by 1%. Our SEL teacher went to all grade level PLC's to discuss the SEL program with them. We had mentors for tier 2 students throughout the year. Our parent ambassador and family liaison implemented several parenting classes.

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

We continue to emphasize a safe climate across the school campus.

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.

Prioritize belonging

Goal 3.3

Goal #	Description
Goal 3.3	CCSPP Strategy 2: Centering Community Based Learning (Attendance Team, Stakeholders group meetings) Foster a safe, supportive, and equitable learning environment that promotes student wellbeing and readiness to learn by the end of the 2026-2027 school year, with the chronic absenteeism rate decreasing by 5% as represented on the California School Dashboard--through intentional after-school enrichment activities, supportive counseling structures, and positive adult-student interactions during school and that continue beyond the instructional day.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
African American	40.8% (yellow)	35.8%
English Learners	24% (yellow)	19%
Foster Youth	12.9% (yellow)	7.9%
Hispanic	27.5% (yellow)	22.5%
Socio-economically Disadvantaged	34% (yellow)	29%
Students with Disabilities	33.3% (yellow)	28%
Homeless	41% (orange)	36%

Two or More Races	23.5% (orange)	18.5%
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Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
3.3.1	Ensure maintenance and indirect services to support the learning environment.	All Students	\$7,000 \$1,853.12 \$5,405.99	LCFF - Base Account Code: 4000-4999 Books and Supplies LCFF - Base Account Code: 4000-4999 Books and Supplies Title 1 Account Code: 4000-4999 Books and Supplies
3.3.2	An Admin Designee will be utilized on campus in the absence of an administrator for the continuity of instruction, contribute to the safety and security of the campus, increase positive student-adult interactions, and community interactions.	Homeless, Students with Disabilities, Low Income, Foster Youth, English Learners, All Students	\$3,500	LCFF - Base Account Code: 4000-4999 Books and Supplies
3.3.3	CCSPP Strategy 4: Sustaining Staff and Resources Build positive relationships between staff, students and community members through community events and monthly forums to discuss school initiatives and student progress. (Coffee with the Principals, etc.)	All Students	\$4,000 \$5,000	LCFF S/C Account Code: 4000-4999 Books and Supplies California Community Schools Partnership Program

3.3.4	CCSPP Strategy 2: Centering Community -Based Learning Strengthen staff relationships, collaboration, and school culture by implementing structured campus-wide team building activities and off-site staff retreats designed to improve trust, communication, and collective efficacy among all school staff.	Staff	\$5,000	LCFF S/C
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Annual Review

SPSA Year Reviewed: 2025-2026

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

Students are greeted every morning by the teachers at the door. Teachers and students hold each other accountable for their social contract. We practice restorative paractice.

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

n/a

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.

Our goal is to continue to reduce abseteeism and focus more on ADA.

Budget Summary

Complete the Budget Summary Table Below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary Table

Description	Amount
Total Funds Provided to the School Through the ConApp	\$180,618.55
Total Federal Funds Provided to the School from the LEA for CSI	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$889,104.55

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title 1	\$180,618.55
Comprehensive Support and Improvement (CSI)	\$0.00
Title I Centralized Services	\$0.00

Subtotal of additional federal funds included for this school: \$180,618.55

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 S/C	\$53,559.57
LCFF - Base	\$80,339.36
California Community Schools Partnership Program	\$165,957.80
Prop 28: Arts & Music in Schools 20%	\$68,487.00
Prop 28: Arts & Music in Schools 80% - Employment	\$68,487.00
Equity Multiplier	\$158,521.82

Unrestricted State Lottery	\$0.00
ELO-P	\$150,000.00
Donations	\$0.00

Subtotal of state or local funds included for this school: \$745,352.55

Total of federal, state, and/or local funds for this school: \$925,971.10

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
Janita Austell	School Site Council
Misty Sibley	Principal

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 05/11/2026.

Attested:

Principal, Misty Sibley on 05/11/2026

SSC Chairperson, Janita Austell on 05/11/2026