

SNOWLINE JOINT UNIFIED SCHOOL DISTRICT

2010-11

Plan Year

– AYP –

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Desert View Independent School

School Name

Dave Smith

Principal

Date of this revision: November 29, 2010

The District Governing Board approved this revision of the School Plan on _____.

**Snowline Joint Unified School District
SINGLE PLAN FOR STUDENT ACHIEVEMENT**

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CATEGORICAL FUNDING ALLOCATION

The following state and federal categorical funds were allocated to this school through the Consolidated Application, Part II. Additional funds were allocated to the school in accordance with district policy. The following school budget allocations are included:

Schoolwide Program School Based Coordinated Program

District Programs		Allocation
[X]	Discretionary Funding <u>Purpose:</u> Assist schools.	\$21,957

State Programs		Allocation
[]	Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Assist educationally disadvantaged students in regular program	\$0
[]	Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop English fluency and academic proficiency of EL students	\$0
[]	School and Library Improvement Program Block Grant <u>Purpose:</u> Improve library and other school programs	\$2,092
[]	Gifted and Talented Education <u>Purpose:</u> Assist eligible students in regular program and enrichment	\$0
[]	Site Based Coordinated Plan (SBCP)	\$0
[]	English Language Acquisition Program (ELAP)	\$0
Total amount of state categorical funds allocated to this school:		\$2,092.00

Federal Programs under No Child Left Behind (NCLB)		Allocation
[]	Title I, Part A: Schoolwide Program <u>Purpose:</u> Update entire educational program in eligible high poverty schools	\$N/A
[]	Title I, Part A: Targeted Assistance	\$N/A
[]	Title I, Part A: Program Improvement <u>Purpose:</u> Assist Title I schools that failed to meet NCLB AYP targets	\$N/A
[]	Title III, Part A: Language Instruction, Limited-English Proficient Students <u>Purpose:</u> Supplement language instruction to assist LEP students to attain English proficiency and meet academic performance standards	\$N/A
[]	Other Programs:	\$N/A
Total amount of federal categorical funds allocated to the school:		\$N/A
Total amount of state and federal categorical funds allocated to this school		\$24,049.00

SCHOOL SITE COUNCIL MEMBERSHIP

Education Code Section 64001 requires that this plan be reviewed and updated at least annually, including proposed expenditures of funds allocated to the school site through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Dave Smith	[X]	[]	[]	[]	[]
Sharon Bennett	[]	[]	[X]	[]	[]
Bill Mulder	[]	[X]	[]	[]	[]
Lynn Ohnmacht	[]	[X]	[]	[]	[]
Carol Cutting	[]	[]	[]	[X]	[]
Marilyn Rabe	[]	[]	[]	[X]	[]
Kim Cutting	[]	[]	[]	[]	[X]
Courtney Reese	[]	[]	[]	[]	[X]
Numbers of members of each category	1	2	1	2	2

At elementary schools, the council must be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) parents of pupils attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must, in addition, be equal numbers of parents or other community members selected by parents, and students. Teachers, other school personnel, parents and (at secondary schools) students select representatives to the council (Education Code 52012).

It is important to accurately determine the board's policy before proceeding with the school planning process.

SCHOOL PROFILE / DEMOGRAPHIC INDICATORS
Desert View Independent School

Grade Levels	Total Enrollment	Enrollment for Students with Disabilities				Enrollment by Program			
		RSP	SDC	504	Speech	EL	EL/RFEP	F & R Lunch	GATE
K	0								
1									
2	1							1	
3	1								
4	2							1	
5	3		1						
6	2						1		
7	6							2	1
8	7			1		1		3	
9	9	1		1				1	
10	17	1					2	8	
11	28	2		3			1	8	1
12	29	2		1			3	4	1
Totals:	105	6.00	1.00	6.00		1.00	7.00	28.00	3.00

Percentage of Enrollment by Ethnicity	
American Indian	0%
Asian	1.2%
Black	3.9%
Hispanic	22.8%
White	65.7%
Multiple/No Response	4.3%

Mobility for End-of-Year (June 2010)	
a. Total Year Losses:	80
b. Total Gains:	197
c. Total (a+b)	277
d. Mobility Rate: (c ÷ total population)	2.37

End-of-Year (June 2010) Data				
	SST Referrals	Suspensions	Expulsions	Retentions
K				
1				1
2				
3	1			1
4				
5				
6				1
7				
8	1			
9			1	
10				

End-of-Year (June 2010) Data				
	SST Referrals	Suspensions	Expulsions	Retentions
11				
12	1			
Totals:	3.00		1.00	3.00

Snowline Process for Data Analysis and Student Needs Assessment

Every school in the Snowline District spends extensive time in the fall analyzing state data and site demographics prior to writing the school plan. First the staff meets to look at data schoolwide, and then meets by grade level or subject matter to further analyze student success, and apparent gaps in student achievement. At both sessions, all subgroups are considered and discussed.

Based on this analysis, schoolwide goals are written to address student achievement, safe and drug free schools, GATE and other site specific issues. (Beginning with page 9)

Each grade or content area then writes one to three succinct goals that they will focus on to achieve the schoolwide goals. The final School Plan for Student Achievement (SPSA) includes both the schoolwide and the grade/content area goals.

The School Plan goals are reviewed often, in particular when grade level/content areas meet on collaborative Wednesdays to review student success, and continue to monitor students at-risk. They review each focus goal and discuss whether it is working or not, plan specific interventions, and design lessons to address the goal. At the end of the year, departments/grade levels meet with the principal to review the success of their specific focus goals to meet the schoolwide goals.

Teacher Learning Leaders and RTI² Coaches meet regularly to analyze data with Curriculum team members. During the 2010/11 school year, this group is working on rewriting the current pacing plans. Based on those pacing guides, the Curriculum Team, the TLLs and RTI² coaches will be developing or revising the current benchmark assessments. Benchmark Assessments will resume during the 2011/12 school year.

Students-at-risk, special education students, English Language Learner students, and students who are underperforming, are monitored often with formal and informal assessment to check for proficiency in specific standards. Interventions are then utilized to try to help the student achieve proficiency.

As a school, the staff fills out the School Improvement Progress Report beginning with the summative data from the state testing results. Three other times during the course of the year, usually around the time of interim assessments, the staff records what progress has been made towards the goal based on the most recent data.

AYP Performance Goals

Determine the school's improvement goals in the areas of English Language Arts and Mathematics as determined by state performance data.

English Language Arts					
Student Population	2010 Goal	2010 Achievement	Goal Met	2010 AMO	School Goal
All Students	56.8%* / 55.6%**	29.2	Yes	67.6%* / 66.7%**	
African American	56.8%* / 55.6%**	--	--	67.6%* / 66.7%**	
American Indian	56.8%* / 55.6%**	--	--	67.6%* / 66.7%**	
Asian	56.8%* / 55.6%**	--	--	67.6%* / 66.7%**	
Hispanic	56.8%* / 55.6%**	--	--	67.6%* / 66.7%**	
White	56.8%* / 55.6%**	25.0	--	67.6%* / 66.7%**	
Socioeconomically Disadvantaged	56.8%* / 55.6%**	--	--	67.6%* / 66.7%**	
English Learners	56.8%* / 55.6%**	--	--	67.6%* / 66.7%**	
Students with Disabilities	56.8%* / 55.6%**	--	--	67.6%* / 66.7%**	

* = AYP Target for Elementary/Middle Schools: (2010=56.8%), (2011=67.6%)

= AYP Target for High Schools: (2010=55.6%), (2011=66.7%)

SH = Safe Harbor

Mathematics					
Student Population	2010 Goal	2010 Achievement	Goal Met	2010 AMO	School Goal
All Students	58%* / 54.8%**	26.1	No	68.5%* / 66.1%**	
African American	58%* / 54.8%**	--	--	68.5%* / 66.1%**	
American Indian	58%* / 54.8%**	--	--	68.5%* / 66.1%**	
Asian	58%* / 54.8%**	--	--	68.5%* / 66.1%**	
Hispanic	58%* / 54.8%**	--	--	68.5%* / 66.1%**	
White	58%* / 54.8%**	26.7	--	68.5%* / 66.1%**	
Socioeconomically Disadvantaged	58%* / 54.8%**	--	--	68.5%* / 66.1%**	
English Learners	58%* / 54.8%**	--	--	68.5%* / 66.1%**	
Students with Disabilities	58%* / 54.8%**	--	--	68.5%* / 66.1%**	

* = AYP Target for Elementary/Middle Schools: (2010=58%), (2011=68.5%)

= AYP Target for High Schools: (2010=54.8%), (2011=66.1%)

SH = Safe Harbor

**Desert View Independent School
2010-11 School Goals
Snowline Joint Unified School District**

The School Site Council analyzed the academic performance of all student groups and considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, the School Site Council adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards.

School Goal # 1

Based on analysis of program components from local and state data, demographics, and other pertinent information: English/Language Arts: The number of 10th grade students who score proficient on the English/ Language Arts portion of the CAHSEE will increase to 66.7% for all subgroups in 2010.			
What data led to this goal?	Quarterly CSTs in E/LA, grade 10 as administered. Illuminate data analysis at STPT days to evaluate progress towards proficiency on essential standards E/LA. CAHSEE scores at March testing for proficiency.	What is this goal's relationship to LEA goals?	<input checked="" type="checkbox"/> Goal #1 - ELA <input type="checkbox"/> Goal #1 - Math <input type="checkbox"/> Goal #2 - EL <input type="checkbox"/> Goal #3 - Highly Qualified Teachers <input type="checkbox"/> Goal #4 - Safe and Drug Free Schools <input type="checkbox"/> Goal #5 - HS Graduation, Dropouts and AP
Target student groups and/or grade levels:	Grade levels 9-11 to participate in this goal: AYP: All 10th grade students E/LA CAHSEE; CSTs: 9th-11th grade students	What group data are to be collected to measure program effectiveness?	Anticipated annual performance growth for each grade level: AMO for 2010 9th-11th grade students E/LA CAHSEE – 66.7%
What are the specific means of measuring and evaluating this goal?	Quarterly CSTs in E/LA, grade 10 as administered. Illuminate data analysis at STPT days to evaluate progress toward proficiency on essential standards E/LA. CAHSEE scores at March testing for proficiency.	What is the anticipated growth expected from this goal?	Individual results will be collected to measure progress towards overall goal of 66.7% proficiency.

Strategies / Actions Taken to Reach this Goal	Start Date / Completion Date	Proposed Expenditures	Funding Source
<p>Reading Comprehension 10RC 2.0 (11RC 2.0):</p> <p>Enroll students in ed2020 online computer ELA courses, including e2020 CAHSEE courses</p> <p>Provide access for students on Study Island and Accelerated Reader</p> <p>Post reading activities include questions in testing format for CSTs/CAHSEE to establish understanding and provide practice for testing.</p> <p>Anticipatory Set: Provide hook and interest in reading materials using history content, theme and life applications from curriculum, tests, novels and other readings.</p> <p>Writing Strategies 10WS 2.0 (11WS 2.0)</p> <p>Expand writing tasks to include all writing genres.</p> <p>Increase writing assignments in all courses of study so students can demonstrate their writing abilities and focus on the purpose and progression of writing.</p>	<p>Ongoing/June 2011</p> <p>Ongoing/June 2011</p> <p>Feb/Mar 2011</p> <p>Ongoing/June 2011</p> <p>Ongoing/June 2011</p>	<p>No additional cost</p> <p>\$329.98</p>	<p>District</p> <p>Discretionary</p>

Strategies / Actions Taken to Reach this Goal	Start Date / Completion Date	Proposed Expenditures	Funding Source
<p>STAFF DEVELOPMENT</p> <p>Teachers will participate in STPT days to support assessment alignment with essential standards, released questions and pacing plans.</p> <p>Instructional coach will provide information and data to teachers to support instructional decisions.</p> <p>Teachers will participate in district staff development for improving student writing.</p>	<p>Ongoing/June 2011</p> <p>Ongoing/June 2011</p> <p>Ongoing/June 2011</p>		
<p>PARENT AND COMMUNITY INVOLVEMENT</p> <p>Notification and information provided about the ed2020 online courses</p> <p>Facilitate access to the Khan Academy online tutorials</p> <p>Progress reports, ILPs, report cards and teacher contact will assist in keeping parent/guardians informed of individual student progress</p> <p>Results of CAHSEE and CSTs will be mailed to parent/guardians in a timely manner.</p> <p>Information regarding state testing will be mailed to parent/guardians throughout the school year, including dates, tutoring and sources of other information.</p> <p>Monthly newsletter, district website, school calendar</p>	<p>Initiate 2010/Ongoing/June 2011</p> <p>Ongoing/June 2011</p> <p>Ongoing/June 2011</p> <p>Ongoing/June 2011</p> <p>Ongoing/June 2011</p>		

**Desert View Independent School
2010-11 School Goals
Snowline Joint Unified School District**

The School Site Council analyzed the academic performance of all student groups and considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, the School Site Council adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards.

School Goal # 2

Based on analysis of program components from local and state data, demographics, and other pertinent information: All subgroups represented at Desert View will meet or exceed the Annual Measurable Objective of 66.1% in Mathematics for 10th grade as measured by the California High School Exit Exam (CAHSEE) and CSTs.			
What data led to this goal?	Quarterly CSTs in Math, grade 10 as administered. Illuminate data analysis at STPT days to evaluate progress towards proficiency on essential standards Math. CAHSEE scores at March testing for proficiency.	What is this goal's relationship to LEA goals?	<input type="checkbox"/> Goal #1 - ELA <input checked="" type="checkbox"/> Goal #1 - Math <input type="checkbox"/> Goal #2 - EL <input type="checkbox"/> Goal #3 - Highly Qualified Teachers <input type="checkbox"/> Goal #4 - Safe and Drug Free Schools <input type="checkbox"/> Goal #5 - HS Graduation, Dropouts and AP
Target student groups and/or grade levels:	Grade levels 9-11 to participate in this goal: AYP: All 10th grade students Math CAHSEE; CSTs: 9th-11th grade students	What group data are to be collected to measure program effectiveness?	For all grade levels for all subgroups, performance will meet or exceed 66.1% proficient in 2010.
What are the specific means of measuring and evaluating this goal?	Illuminate data analysis of CSTs, assessments, teacher observation.	What is the anticipated growth expected from this goal?	Numbers of students in subgroups minimal at 10th grade level, therefore individual results will be examined to measure progress towards overall goal of 66.1% proficiency on the CAHSEE.

Strategies / Actions Taken to Reach this Goal	Start Date / Completion Date	Proposed Expenditures	Funding Source
Functions and Rational Expressions: 10.0, 14.0, 23.0: Students have difficulty simplifying fractions with polynomials, understanding the concepts of a relation and a function, determining whether a given relation defines a function, and giving pertinent information about given relations and functions. Enroll students in ed2020 online courses including ed2020 CAHSEE Study Island access Sign students up for Mr. Tetley's weekly one-on-one math tutorials or before school tutorials at Chaparral High School Classzone.com for Algebra I tutorial Utilize County Library online tutorial	Ongoing/June 2011 Ongoing/June 2011 Ongoing/June 2011 Ongoing/June 2011 Ongoing/June 2011	No additional cost \$329.98	N/A District Funds/Discretionary
STAFF DEVELOPMENT Instructional coach will provided information and data to teachers to support instructional decisions.	Ongoing/June 2011 Ongoing/June 2011 Ongoing/June 2011	Instructional coach funding	Title II

Strategies / Actions Taken to Reach this Goal	Start Date / Completion Date	Proposed Expenditures	Funding Source
<p>Teachers will participate in STPT days to support assessment alignment with essential standards, released questions, and pacing plans.</p> <p>Train teachers in online ed2020 administration and monitoring</p>			
<p>PARENT AND COMMUNITY INVOLVEMENT</p> <p>Progress reports, ILP's, and teacher contact will assist in keeping parents/guardians informed of individual student progress.</p> <p>Monthly newsletter, district website, school calendar</p>	<p>Ongoing/June 2011</p> <p>Ongoing/June 2011</p>	<p>No additional cost</p>	<p>N/A</p>

**Desert View Independent School
2010-11 School Goals
Snowline Joint Unified School District**

The School Site Council analyzed the academic performance of all student groups and considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, the School Site Council adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards.

School Goal # 3

To provide a school environment that is safe and drug free.			
What data led to this goal?	A review of last year's parent and student surveys showed that the site was perceived as a safe secure and secure environment, but approximately 17% of the respondents rated the site as a "3" or "4" of a possible rating of "5".	What is this goal's relationship to LEA goals?	<input type="checkbox"/> Goal #1 - ELA <input type="checkbox"/> Goal #1 - Math <input type="checkbox"/> Goal #2 - EL <input type="checkbox"/> Goal #3 - Highly Qualified Teachers <input checked="" type="checkbox"/> Goal #4 - Safe and Drug Free Schools <input type="checkbox"/> Goal #5 - HS Graduation, Dropouts and AP
Target student groups and/or grade levels:	K-12	What group data are to be collected to measure program effectiveness?	N/A
What are the specific means of measuring and evaluating this goal?	The number of site-related injury reports; the number of site-related referrals tied to drug possession/use. Successful drug and alcohol training results for students. Successful implementation of Areas of Focus to Reach the Goal (listed below).	What is the anticipated growth expected from this goal?	N/A

Strategies / Actions Taken to Reach this Goal	Start Date / Completion Date	Proposed Expenditures	Funding Source
<p>What strategies will be used to ensure that the learning environment is safe, drug free and conducive to learning?</p> <p>Participate in district wide PBIS activities and develop site specific core values</p> <p>Implement program to acknowledge and reward students' performance of core values</p> <p>Review and provide staff, students and parents with essential emergency procedures.</p> <p>Staff will meet and inventory supplies and resources to determine emergency readiness for the school. This will include supplies and any needed training.</p> <p>Perform emergency drills for training purposes. Students and parents to be included as well.</p> <p>Information about drug counseling with district and county personnel given to parents and students through hand-outs, newsletters and sessions with alternative ed counselor</p> <p>Site participation in Red Ribbon Week activities</p>	<p>Ongoing/June 2011 Nov 2010</p> <p>Ongoing/June 2011 Ongoing/June 2011 Oct/2010</p>	N/A	N/A MAA Funds

**Desert View Independent School
2010-11 School Goals
Snowline Joint Unified School District**

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School Goal # 4

Based on analysis of program components from local and state data, demographics, and other pertinent information: English/Language Arts: The number of 2nd-8th grade students who score proficient on the English/ Language Arts portion of the STAR will increase to 67.6% for all grades in 2010.			
What data led to this goal?	Illuminate data, analysis of CST's, assessments and teacher observation	What is this goal's relationship to LEA goals?	<input checked="" type="checkbox"/> Goal #1 - ELA <input type="checkbox"/> Goal #1 - Math <input type="checkbox"/> Goal #2 - EL <input type="checkbox"/> Goal #3 - Highly Qualified Teachers <input type="checkbox"/> Goal #4 - Safe and Drug Free Schools <input type="checkbox"/> Goal #5 - HS Graduation, Dropouts and AP
Target student groups and/or grade levels:	Students grades 2 - 8	What group data are to be collected to measure program effectiveness?	Performance will meet or exceed 67.6% proficient in 2010 for all subgroups.
What are the specific means of measuring and evaluating this goal?	Illuminate data analysis of CSTs, assessments, teacher observation.	What is the anticipated growth expected from this goal?	Individual results will be collected to measure progress towards overall goal of 67.6% proficient.

Strategies / Actions Taken to Reach this Goal	Start Date / Completion Date	Proposed Expenditures	Funding Source
<p>Writing Strategies 1.0, 1.1, 1.2</p> <p>K-8 writing courses of study that encompass all state and district mandated genres, increase cross-curriculum writing assignments, teachers' in-service in writing grading rubrics, and emphasize Jane Shaffer.</p> <p>To help K-8th graders with overall writing conventions and strategies</p>	<p>Ongoing/June 2011</p> <p>Ongoing/June 2011</p> <p>Ongoing/June 2011</p>	No additional cost	N/A
<p>STAFF DEVELOPMENT</p> <p>Teachers to train in online ed2020 administration and monitoring</p> <p>Instructional coach will provide information and data to teachers to support instructional decisions.</p> <p>Teachers will participate in district staff development for improving student writing.</p> <p>Teachers will participate in STPT days to support assessment alignment with essential standards, released questions and pacing plans.</p>	<p>Ongoing/June 2011</p> <p>Ongoing/June 2011</p> <p>Ongoing/June 2011</p> <p>Ongoing/June 2011</p>	Instructional coach funding	Title II
PARENT AND COMMUNITY INVOLVEMENT	Aug/2010	No additional cost	Discretionary

Strategies / Actions Taken to Reach this Goal	Start Date / Completion Date	Proposed Expenditures	Funding Source
<p>Online sources and tutorial sites provided to parents. These include KhanAcademy.org and Study Island</p> <p>Progress reports, ILPs, report cards and teacher contact will assist in keeping parent/guardians informed of individual student progress.</p> <p>Results of STAR CSTs, and site-based STAR testing will be mailed to parent/guardians in a timely manner.</p> <p>Information regarding state testing will be mailed to parent/guardians throughout the school year, including dates, tutoring and sources of other information</p> <p>Monthly newsletter, district website, school calendar</p>	<p>Ongoing/June 2011</p> <p>Ongoing/June 2011</p> <p>Ongoing/June 2011</p> <p>Ongoing/June 2011</p>		

**Desert View Independent School
2010-11 School Goals
Snowline Joint Unified School District**

The School Site Council analyzed the academic performance of all student groups and considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, the School Site Council adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards.

School Goal # 5

Based on analysis of program components from local and state data, demographics, and other pertinent information: Mathematics: The number of 2nd-8th grade students who score proficient on the Mathematics portion of the STAR will increase to 68.5% for all grades in 2010.			
What data led to this goal?	Illuminate data, analysis of CST's, assessments and teacher observation	What is this goal's relationship to LEA goals?	<input type="checkbox"/> Goal #1 - ELA <input checked="" type="checkbox"/> Goal #1 - Math <input type="checkbox"/> Goal #2 - EL <input type="checkbox"/> Goal #3 - Highly Qualified Teachers <input type="checkbox"/> Goal #4 - Safe and Drug Free Schools <input type="checkbox"/> Goal #5 - HS Graduation, Dropouts and AP
Target student groups and/or grade levels:	Student in all grade levels to participate in this goal.	What group data are to be collected to measure program effectiveness?	Performance will meet or exceed 68.5% proficient in 2010.
What are the specific means of measuring and evaluating this goal?	Illuminate data analysis of CSTs, assessments, teacher observation.	What is the anticipated growth expected from this goal?	All students' CST scores and 10 grade CAHSEE Mathematics proficiency rates.

Strategies / Actions Taken to Reach this Goal	Start Date / Completion Date	Proposed Expenditures	Funding Source
Functions and Rational Expressions: 10.0, 14.0, 23.0: It appears that students have difficulty with basic math facts and operations and simplifying fractions with polynomials. Rational numbers, measurement and geometry, quadratics and polynomials have been identified as areas of focus. These areas will be targeted by E/2020 video instruction and new online math contract designs. Provide high school tutors for middle school and elementary school students.	Ongoing/June 2011 Ongoing/June 2011 Aug/2010	No additional cost	N/A district
STAFF DEVELOPMENT Teachers to train in online ed2020 administration and monitoring Instructional coach will provided information and data to teachers to support instructional decisions. Teachers will participate in STPT days to support assessment alignment with essential standards, release questions, and pacing plans.	Oct/2010 Ongoing/June 2011 Ongoing/June 2011	Instructional coach funding	Title II
PARENT AND COMMUNITY INVOLVEMENT Online sources and tutorial sites provided to parents. These include KhanAcademy.org, Study Island,	Aug/2010 Ongoing/June 2011 Ongoing/June 2011	No additional cost	Discretionary

Strategies / Actions Taken to Reach this Goal	Start Date / Completion Date	Proposed Expenditures	Funding Source
<p>and Hotmath.com</p> <p>Progress reports, ILP's, Aeries Parent Portal, and teacher contact will assist in keeping parents/guardians informed of individual student progress.</p> <p>Results of CAHSEE and CSTs will be mailed to parents/ guardians in a timely manner.</p> <p>Information regarding state testing will be mailed throughout the year, including dates, tutoring and sources of other information.</p> <p>Monthly newsletter, district website, school calendar</p>	<p>Ongoing/June 2011</p> <p>Ongoing/June 2011</p>		

**Desert View Independent School
2010-11 School Improvement Plan Progress Monitoring
Snowline Joint Unified School District**

School Goal # 1: Based on analysis of program components from local and state data, demographics, and other pertinent information: English/Language Arts: The number of 10th grade students who score proficient on the English/ Language Arts portion of the CAHSEE will increase to 66.7% for all subgroups in 2010.

Progress Report Date: 1/26/11	
Progress Report Date: 5/18/11	
End-of-Year Evaluation Date: 8/24/11	

School Goal # 2: Based on analysis of program components from local and state data, demographics, and other pertinent information: All subgroups represented at Desert View will meet or exceed the Annual Measurable Objective of 66.1% in Mathematics for 10th grade as measured by the California High School Exit Exam (CAHSEE) and CSTs.

Progress Report Date: 9/8/10	
Progress Report Date: 1/26/11	Tentative
End-of-Year Evaluation Date: 5/18/11	Tentative

School Goal # 3: To provide a school environment that is safe and drug free.

Progress Report Date: 9/8/10	
Progress Report Date: 1/26/11	Tentative
End-of-Year Evaluation Date: 5/18/11	Tentative

School Goal # 4: Based on analysis of program components from local and state data, demographics, and other pertinent information: English/Language Arts: The number of 2nd-8th grade students who score proficient on the English/ Language Arts portion of the STAR will increase to 67.6% for all grades in 2010.

Progress Report Date: 9/8/10	
Progress Report Date: 1/26/11	Tentative
End-of-Year Evaluation Date: 5/18/11	Tentative

School Goal # 5: Based on analysis of program components from local and state data, demographics, and other pertinent information: Mathematics: The number of 2nd-8th grade students who score proficient on the Mathematics portion of the STAR will increase to 68.5% for all grades in 2010.

Progress Report Date: 9/8/10	
Progress Report Date: 1/26/11	Tentative
End-of-Year Evaluation Date: 5/18/11	Tentative