

# The Single Plan for Student Achievement

**School:** Cobalt Institute of Math and Science Academy  
**CDS Code:** 36-67934-6114698  
**District:** Victor Valley Union High School District  
**Principal:** Melda Gaskins, Ed.D  
**Revision Date:** 08/04/2014

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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**The District Governing Board approved this revision of the SPSA on .**

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## School Vision and Mission

### Cobalt Institute of Math and Science Academy's Vision and Mission Statements

#### MISSION STATEMENT

The mission of CIMS is to offer an academic program in a small learning environment that promotes high expectations for all students to achieve their full potential in a high tech global society.

#### VISION STATEMENT

CIMS vision is to produce:

- -Responsible citizens trained in technology, engineering, and sciences;
- -Open-minded, life-long learners who appreciate the integration of the arts in the technical world;
- -Analytical thinkers who are successful in all academic areas and;
- -Reliable individuals ready for post-secondary education or career opportunities.

#### MOTTO

Committed to RESPECT, ACCOUNTABILITY,  
and STUDENT SUCCESS.”

#### MASCOT

COUGARS

#### SCHOOL COLORS

COBALT BLUE & WHITE

## School Profile

### School Description

Cobalt Institute of Math and Science (CIMS) is located in the city of Victorville, the heart of the Victor Valley. Built in 2006, CIMS currently sits on approximately 20 acres. The school campus consists of forty three classrooms, 8 science labs, library, multipurpose room, gymnasium, staff lounge, a media center that includes the Counseling office, the Student Administrative Services office, the library, 3 computer labs and ASB room and the Main office.

CIMS is a free public "school of choice" within the district that includes grades 7 thru 12th. It currently serves approximately 800 students in grades seven thru eleven. The student population is primarily made up of 45.6% Hispanic, 21% African American, 26% Caucasian, 2.4% Asian, 1% American Indian, and 4% other. The students are served by thirty classroom teachers, two counselors, one psychologist, two administrators and various support staff.

Cobalt Institute of Math and Science (CIMS) strives to ensure that all students achieve the highest standards of academic excellence. CIMS is committed to creating an environment that is conducive to learning which will enable our students to develop to their fullest potential. The CIMS team will provide an atmosphere of positive reinforcement, respect, and accountability to ensure student success.

In addition to the District's Core Curriculum, the following services/programs are available:

- Fully networked classrooms, 3 computer labs and library.
- \* Additional Science/Technology Pathway Classes for all grade levels in Engineering and Biomedical Sciences
- Advancement Via Individual Determination... AVID curriculum..
- Leadership strategies with a goal of All students will become Leaders of Themselves; not Followers.
- Beyond the Bell Program with enrichment activities and academic STEM support components through the ASES afterschool program for grades 7-9.
- Parent Teacher Association (PTA).
- Electives Department: Spanish, Industrial Arts, Band, Leadership/ASB, Yearbook/Web, Drama, AVID and Art.

- Comprehensive Athletics program (volleyball, soccer, dodge ball, basketball and recreational sports) for middle school
- \* CIF/Athletic participation for grades 9th through 12th
- Comprehensive Resource Specialist Program (RSP) only
- \* Speech Specialist and English Learner support for all designated EL students.

## **Comprehensive Needs Assessment Components**

### **Data Analysis**

Please refer to the School and Student Performance Data section where an analysis is provided.

### **Surveys**

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The school site continues to solicit feedback on our efforts. The Parents are able to access information about school events and student achievement through the quarterly newsletter, online web and online parent access. Parents are informed also about Emergency Disaster preparedness and procedures and the parent information system (NTI). More than 75% of parents attended "Back to School" night. Teachers are given surveys for input on curriculum, discipline, and school issues. Their input is important to continue to work as a team in support of a continued positive school culture.

### **Classroom Observations**

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

1. CIMS teachers are at the forefront in the use of strategies that give all students equal access to the core curriculum and promote their active involvement in the learning process. Consultive collaboration and inclusion are some of the techniques parents will find in our classrooms. Teachers are committed to providing a broad-based curriculum incorporating student-centered and project-based activities that focus on the development and refinement of high-level critical thinking skills. We identify best practices to the staff at Professional Learning Communities (PLC). Teachers are allowed to conduct (teacher to teacher) walk-throughs and peer observations focused on student engagement and assessments. Teachers can and will voluntarily participate in observations and debriefing sessions with each other about their practices.
2. Administrators visit each classroom frequently using the PD360 observation tools to quickly discuss and collaborate with individual teachers on strategies and instruction.

### **Analysis of Current Instructional Program**

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

### **Standards, Assessment, and Accountability**

#### 1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

CIMS uses the results of the yearly CST/STAR testing, teacher summative and formative tests, student observations and student work samples to modify instructions and improve student achievement. Student achievement is an ongoing topic at Professional Learning Community (PLC). Before the teachers and students begin school, at the first faculty meeting, teachers examine scores from the CST/STAR/CELDT results.

Additional assessment used to improve instructions and improve student achievement:

1. Teacher subject matter test and classroom work
2. Teacher developed Common Core Assessment Benchmarks
3. Academic Core completion Data
4. Honor Course Enrollment Data
5. Academic Performance Index (API) Data
6. Academic Yearly Progress (AYP) Data
8. PFT scores
9. PSAT scores

#### 2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

CIMS uses the results of the yearly CST/STAR testing, teacher summative and formative tests, student observations and student work samples to modify instructions and improve student achievement. Student achievement is an ongoing topic at Professional Learning Community (PLC). Teachers have increased opportunities to collect and monitor student progress through Data Director. Through Data Director each teacher can examine individual student's CST/STAR/CELDT testing results. The data can be disaggregated to analyze individual students and class results. After looking at the data, teachers can create benchmarks to promote individual student achievement with a focus of moving all students up to the next level of proficiency.

### **Staffing and Professional Development**

#### 3. Status of meeting requirements for highly qualified staff (ESEA)

Articulation among the entire staff is achieved at faculty, PLC meetings where educational issues are addressed. These issues are generated from current data, educational opportunities, and teacher observations. The purpose of the meetings is to identify student, ascertain their needs and implement strategies to support their continued learning. Strategies are discussed to continue to effectively teach to the new common core standards.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

The district reviews the sufficiency of credentialed teachers and provides professional development opportunities to administrators and teachers as funds are available.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

The district has trained teachers and administration on using PD360, an online professional development tool, for all staff. District has provided an opportunity for training for all teachers in their subject matter on Common Core Standards. Time is allotted through PLC, staff and department meetings for articulation to ensure all students are able to succeed and assess students performance and teacher professional needs.

Staff development is planned based on identified student needs and enhancing teacher proficiency to meet the needs of a diverse student body. On site professional development has been offered in team building, performance data analysis, discussion of survey data, development of common core benchmark assessments, best practices, and other teacher requested areas of need.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The district has trained teachers and administration on using PD360, an online professional development tool. This tool provides ongoing instructional assistance and support for teachers. Site administration and teachers use peer observation discussion and data, student achievement data and surveys both teacher and student, to determine areas of need in external and internal instructional assistance and support for teachers. Teacher Leadership is supported through teacher leadership teams such as PLC Leadership comprised of elected teachers and the PIP (Program Improvement Planning) team of teachers elected by teachers to work with administration in developing the agendas for the weekly collaboration days.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers collaborate weekly through Professional Learning Community (PLC) bi-weekly collaboration meetings. Collaboration time is built into the schedule. Every other Wednesdays from 1:25 to 2:30 pm. During this time activities include department meetings, grade level meetings, professional development, and various committee meetings. The pathway teachers meet following the department meeting. Pathway teachers collaborate on student yearly projects and working with teachers to integrate the curriculum. The leadership of each team committee works directly with the principal in planning and development of PLC bi weekly meetings.

### Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Staff development is focused on California Standards for the teaching profession. Administration at CIMS will continue to make a strong commitment to providing guidance for all staff in an effort to develop an instructional program that fosters creativity and academic excellence in alignment of the California common core content and performance standards.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

CIMS teachers teach all core classes, ELA, Math, Social Science, and Science according to the instructional minutes recommended by the state. Each Class is 49 minutes with 4 minutes passing. All students take a Pathway class in Engineering or Biomedical Sciences. 7th and 8th grades take an elective wheel that includes classes in both areas to help them choose an elective pathway of Biomedical or Engineering in high school. ASES afterschool program supports students 7th through 9th grade in homework, tutoring, and STEM enrichment. Students are allowed time to study, get additional individual tutoring (peer and teacher) and application learning. Students in enrichment are given classes to enrich and extend their learning in creative application programs created by the teacher. Students assigned to enrichment classes are able to choose their classes of enrichment to support their learning of reading, language arts, mathematics and science.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The master schedule provides flexibility with student schedules, allowing time for academics, intervention and enrichment. Each teacher is provided with a planning period to develop lesson plans, calling home to parents, and teacher to teacher collaboration.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

On September 9, 2013, Williams monitored CIMS to determine if students have "sufficient" instructional materials in all four core subject areas. They found no insufficiencies were observed. All instructional materials were appropriate and available to all student groups.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

CIMS teachers use materials that are adopted through the District Curriculum committee and recommended as use for core classes, including intervention materials recommended and adopted by the board.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

CIMS staff is committed to the success of all students. In order to serve our student population to the best of our ability, we take full advantage of the collaboration time built in our schedule. PLC is utilized to provide professional development to teachers on new and upcoming strategies. PLC is utilized to collaborate on programs, best practices and ideas that will provide additional services to students in need.

14. Research-based educational practices to raise student achievement

CIMS is currently working and developing their Pathway courses to enrich and educate students in real world applications. Project Lead the Way trains teachers to support lessons through Project-based research and real world application experiences. Pathway courses are central to our school's focus and curriculum intergration. The pathway coordinator works with all teachers to help them understand students project-based projects.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Teachers, parents, and community work together through PTA, School Site Council, CIMS Parent Volunteer Program (CPVP) and ASES (Afterschool Program) to support education and the academic environment at CIMS. The PTA meets monthly to assist with donation and volunteers to support the school. The School Site Council meets monthly to help monitor the schools goals and funding implementation. ASES is a funded Afterschool program that supports the students tutoring and enrichment. There is also collaboration with community through CIMS' career day. The Career day includes guest speakers through partnerships with outside organizations.

The counselor and teacher plan a career day for the spring. Many outside community members and those involved in interesting vocations will join us in speaking to our students about their interests and many possibilities in their future.

Cobalt (CIMS) has implemented a CIMS Foundation to raise funds and apply for grants to support Cobalt (CIMS) academic and programs that help prepare students for the success they deserve. The foundation is a non-profit organization that reaches out to parents, alumni, community leaders, businesses, and foundations for private philanthropic support to fund key projects identified by the school administration, staff, and school site council. Some of the projects that assist all students will be updated technology equipment, class equipment replacement, cameras, student project consumables, school trips, and special fund for a student welfare account.



16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

One of the many tasks that we bring to our School Site Committee is the charge of revisiting the single plan for student achievement and vision in order to ensure that we are best serving each new group of students. The School Site Council periodically reflects back on our vision and school site plan to make revisions when necessary to meet the needs of our growing and changing student population. The school site committee relies on input from the PTSA and several other school committees such as the ASB leadership, CIMS Leadership Team (CLT), ELAC, Discipline/Safety Committee and other advisory committees at the site. The school site council this year will conduct an annual survey of parents, students, and teachers in order to evaluate overall program effectiveness in addition to examining testing data.

### Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Title 1 is being utilized for AVID, supplemental instructional materials, and parent involvement; ASES afterschool grant monies for tutoring and additional enrichment classes to support underperforming students.

18. Fiscal support (EPC)

Multi-funded students receive the appropriate supplemental program services for which they eligible.

## **Description of Barriers and Related School Goals**

There are a few barriers and related school goals described and discussed by the staff:

The following are frequent and epic barriers;

1. numerous students living in foster care, single parent homes, and homeless
2. numerous students entering in middle school below grade level in the basic math, reading, and writing skills necessary to navigate through middle and high school
3. some students are truant, tardy, or fail to come to school.
4. extended absences from students due to incarceration, family emergencies, and cultural responsibilities.
5. no busing due to district's budget constraints

We set a few goals to help minimize the barriers;

1. Increasing all students being proficient in English-Language Arts & Mathematics through teacher tutoring, ASES program, and teachers communication and sharing best practices in our Professional Learning Community. Continuous teacher collaboration having and continuing our courageous and frequent conversations among staff to improve strategies, instructional methods, and review/working the data to improve student successes.
2. Maintain highly qualified teachers in all core subjects and eliminate long term subs
3. Provide professional development opportunities for Principals, Assistant Principals and staff through teacher/peer observation, PD360, and scheduled collaboration that include professional development in working with urban schools, urban students, and at-risk culture.
4. Increase teacher training in the use of technology based instruction.
5. Increasing all subgroup in being proficient in ELA and Mathematics.
6. The Assistant Principal, Attendance Clerk, and counselor hold truancy meetings with students and family. (SART and SARB referrals)
7. Frequent contact with parents both positive and informative
8. Keeping parents informed through a school quarterly newspaper, NTI, PTA, SSC, teacher web page, and bi weekly student progress reports, and providing parent support meetings



## School and Student Performance Data

### Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
<b>Number Included</b>	504	458		71	47		127	120		15	10	
<b>Growth API</b>	714	675		750	694		653	608		836		
<b>Base API</b>	712	717		743	755		683	652		784	834	
<b>Target</b>	5	5					6	7				
<b>Growth</b>	2	-42					-30	-44				
<b>Met Target</b>	No	No					No	No				

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
<b>Number Included</b>	279	264		99	88		434	404		53	41	
<b>Growth API</b>	726	693		688	699		703	670		477	503	
<b>Base API</b>	709	730		669	690		697	705		497	486	
<b>Target</b>	5	5		7	6		5	5				
<b>Growth</b>	17	-37		19	9		6	-35				
<b>Met Target</b>	Yes	No		Yes	Yes		Yes	No				

#### Conclusions based on this data:

1.

## School and Student Performance Data

### English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		98	99		100	100		100	100	
Number At or Above Proficient	237	158		39	17		45	33		9		
Percent At or Above Proficient	47.1	34.6		55.7	37.0		35.4	27.7		60.0	--	
AYP Target: HS	<b>77.8</b>	<b>88.9</b>	<b>100.0</b>	<b>77.8</b>	<b>88.9</b>	<b>100.0</b>	<b>77.8</b>	<b>88.9</b>	<b>100.0</b>	<b>77.8</b>	<b>88.9</b>	<b>100.0</b>
Met AYP Criteria	Yes	No		--	--		No	No		--	--	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	99		100	100		99	100	
Number At or Above Proficient	138	94		37	30		194	132		13	9	
Percent At or Above Proficient	49.5	35.6		37.4	34.1		44.8	32.8		25.0	22.5	
AYP Target: HS	<b>77.8</b>	<b>88.9</b>	<b>100.0</b>	<b>77.8</b>	<b>88.9</b>	<b>100.0</b>	<b>77.8</b>	<b>88.9</b>	<b>100.0</b>	<b>77.8</b>	<b>88.9</b>	<b>100.0</b>
Met AYP Criteria	Yes	No		Yes	No		Yes	No		--	--	

Conclusions based on this data:

1.

## School and Student Performance Data

### Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	99	100		98	99		99	99		100	100	
Number At or Above Proficient	152	98		20	11		28	17		9		
Percent At or Above Proficient	30.5	21.5		28.6	23.9		22.8	14.3		60.0	--	
AYP Target: HS	<b>77.4</b>	<b>88.7</b>	<b>100.0</b>	<b>77.4</b>	<b>88.7</b>	<b>100.0</b>	<b>77.4</b>	<b>88.7</b>	<b>100.0</b>	<b>77.4</b>	<b>88.7</b>	<b>100.0</b>
Met AYP Criteria	No	No		--	--		No	No		--	--	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		99	100	
Number At or Above Proficient	91	59		29	19		121	84		5	4	
Percent At or Above Proficient	32.7	22.3		29.3	21.6		28.3	20.8		9.8	10.0	
AYP Target: HS	<b>77.4</b>	<b>88.7</b>	<b>100.0</b>	<b>77.4</b>	<b>88.7</b>	<b>100.0</b>	<b>77.4</b>	<b>88.7</b>	<b>100.0</b>	<b>77.4</b>	<b>88.7</b>	<b>100.0</b>
Met AYP Criteria	No	No		No	No		No	No		--	--	

Conclusions based on this data:

1.

## School and Student Performance Data

### CELDT (Annual Assessment) Results

Grade	2013-14 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
9			4	57	3	43					7
10			***** *	***							*****
<b>Total</b>	18	35	25	48	9	17					52

#### Conclusions based on this data:

1.

## School and Student Performance Data

### CELDT (All Assessment) Results

Grade	2013-14 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#

Conclusions based on this data:

1.

## School and Student Performance Data

### Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	65	53	52
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	65	53	52
Number Met	40	31	44
Percent Met	61.5%	58.5%	84.6%
NCLB Target	56.0	57.5	59.0
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	5	61	3	52	7	51
Number Met	--	28	--	23	--	39
Percent Met	--	45.9%	--	44.2%	--	76.5%
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	*	Yes	*	No	--	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2011-12	2012-13	2013-14
<b>English-Language Arts</b>			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	Yes	No	
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	

#### Conclusions based on this data:

1.



## School and Student Performance Data

### Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	1,048	908	
Percent with Prior Year Data	98.5	99.8	
Number in Cohort	1,032	906	
Number Met	635	538	
Percent Met	61.5	59.4	
NCLB Target	56.0	57.5	59.0
Met Target	Yes	Yes	

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	137	963	121	834		
Number Met	23	459	25	395		
Percent Met	16.8	47.7	20.7	47.4		
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	No	Yes	No	Yes		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2011-12	2012-13	2013-14
<b>English-Language Arts</b>			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
<b>Met Target for AMAO 3</b>	<b>No</b>	<b>No</b>	

#### Conclusions based on this data:

1.

## Planned Improvements in Student Performance

### School Goal #1

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

<b>SUBJECT: ELA and Math</b>
<b>LEA GOAL:</b>
District Goal # 1: All students will achieve high standards by attaining proficiency in reading/language arts and mathematics, and meeting graduation requirements.
<b>SCHOOL GOAL #1:</b>
School Goal # 1: Increase Reading, Writing, and Speaking in all academic courses that focus on critical thinking, problem solving, practical applications, vocabulary, and technical writing.
Additional Information: To improve student performance in ELA and Math on the STAR/CST by a minimum of 10% as measured against the previous year's data in order to meet or exceed the Federal, State, and District Goals. All student subgroups will also increase by 10%.
<b>LCAP Goal:</b>
LCAP Goal #1 Increase the number of pupils who are on track to graduate from VVUHSD college and career ready.
<b>Data Used to Form this Goal:</b>
CST/STAR scores for students attending the new Cobalt Institute of Math and Science (CIMS)
<b>Findings from the Analysis of this Data:</b>
Students need assistance in the areas of English and Math.
<b>How the School will Evaluate the Progress of this Goal:</b>
CIMS will evaluate the progress towards meeting this goal by analyzing data from multiple data sources including: formal assessments; student grades; benchmark data; AR points; and STAR /CST gains

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>SCHOOL WIDE</p> <p>A. All teachers will incorporate and use reading, writing and speaking strategies across the curriculum by requiring students to read, write, discuss, and work together to solve real world problems on a regular basis.</p> <p>B. Teachers will have the opportunity to share Best Practices strategies through Collaboration Days (PLC).</p> <p>C. Teachers will have opportunities to observe other teachers at other sites and at the school site to share best practices through collaboration days (PLC). Teachers will have the opportunity to incorporate college and career partnerships that include but not limited to mentoring, college campus visits and teacher and college student visits from universities to CIMS that incorporate writing, reading and speaking engagements that foster higher order thinking skills and 21st Century Strategies.</p> <p>D. CIMS will host a STEAM night to incorporate activities to display students learned practical applications of concepts in all classes with the community population. Students will display and incorporate activities to support all curricular goals. Students and community will actively participate in hands on learning that extend their cognitive skills. (Hands on activity/STEAM projects)</p> <p>The Single Plan for Student Achievement</p> <p>SCHOOLWIDE PROFESSIONAL DEVELOPMENT OPPORTUNITIES</p>	<p>Aug. 2013 thru May 2014</p> <p>STEAM project(Feb or March)</p> <p>ongoing</p>	<p>Teachers and Administration</p> <p>Department Chairs (STEAM)</p>	Supplemental Instructional Materials for (School Wide A,B)	None Specified	Title I	7500
			Professional Development: Substitute teachers (School wide C)	5800: Professional/Consulting Services And Operating Expenditures	Title I	1500
			Schoolwide Professional Development (A)	5800: Professional/Consulting Services And Operating Expenditures	None Specified	0
			Supplemental Instructional Materials for STEAM Project (D)	None Specified	Title I	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>ENGLISH DEPARTMENT</p> <p>A. Implement more expository reading and writing (description, sequence or process, comparison) activities.</p> <p>B. Implement the use of more expository reading and writing (cause and effect, problem/solution) activities.</p> <p>C. Implement and increase reading in class through differential reading practices by setting a goal for each student and monitoring their progress toward these goals.</p> <p>D. Continue to implement all students doing research and writing in English through project-based learning.</p>	<p>August 2013 thru</p> <p>May 2014</p> <p>Ongoing</p>	<p>English Dept. Chair/Dept. Teachers</p>	<p>Supplemental Instructional Materials</p>	<p>None Specified</p>	<p>Economic Impact Aid</p>	<p>2250</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>SCIENCE DEPARTMENT</p> <p>A. Students will write lab reports that includes a hypothesis, materials, data, and conclusion.</p> <p>B. Students will participate in STEM and hands-on learning activities to increase research and expository reading and writing skills.</p> <p>C. Teachers will plan, implement and develop 4 - 6 essential labs (mutually agreed) for all students that address the common core standards for 7th and 12th grade science.</p>	<p>August 2013 thru</p> <p>May 2014</p> <p>Ongoing</p>	<p>Science Dept Chair/Dept. Teachers</p>	<p>Supplemental Instructional Materials</p>	<p>None Specified</p>	<p>Economic Impact Aid</p>	<p>2250</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>PE DEPARTMENT</p> <p>A. Implement assignments for students in regular physical education activities that integrate academic support in the areas of reading and writing. These assignments will include reading, taking notes, and writing essays on sports, health, and fitness articles.</p> <p>B. Implement assignments for students that are unable to participate in regular physical education activities that intergrate academic support in the area of math. These assignments include analyzing how math is used in sports. (Example: how parabolas relate to basketball.)</p>	<p>August 2013 thru May 2014</p> <p>Ongoing</p>	<p>Dept. Chair/PE teachers</p> <p>Dept. Chair/Elective Dept Teachers</p>	<p>Supplemental Instructional Materials (PE/A,B)</p> <p>Supplemental Instructional Materials(Electives/A,B)</p>	<p>None Specified</p> <p>None Specified</p>	<p>Economic Impact Aid</p> <p>Economic Impact Aid</p>	<p>2250</p> <p>4500</p>
<p>ELECTIVE DEPARTMENT</p> <p>A. All teachers will create cross-curricular activities that correlate with Math and Science common core standards. (Example: Scale drawings of the stage for drama class, demonstrate light angles in stage production such as 90 degrees,...)</p> <p>B. Implement cross-curricular activities that correlate with the ELA common core standards by integrating reading, writing and speaking. (Example researching and writing about a famous artist, books on famous broadcasters, etc.)</p>						
<p>The Single Plan for Student Achievement</p> <p>VISUAL AND PERFORMING ARTS</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>SPECIAL EDUCATION DEPARTMENT</p> <p>A. Implement reading and writing intervention through more differentiated instructions that promote tailoring content to individual student's needs, adjusting learning products or assignments based on student's skill and ability levels .</p> <p>B. Implement math intervention through more differentiated instructions that promote tailoring content to individual student's needs, adjusting learning products or assignments based on student's skill and ability levels .</p> <p>C. Teachers will incorporate reading through differential reading practice by setting goals for each student and monitoring their progress toward these goals.</p>	<p>August 2013 thru</p> <p>May 2014</p> <p>Ongoing</p>	<p>Dept. Chair/Teachers with RSP,504 students)</p>	<p>Supplemental Instructional Materials (A,B,C)</p>	<p>None Specified</p>	<p>Economic Impact Aid</p>	<p>750</p>



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>SOCIAL SCIENCE</p> <p>A. Continue to implement all students doing research and writing in social science through history projects for History Day.</p> <p>B. Implement more expository reading and writing (description, sequence or process, comparison) activities.</p> <p>C. Implement the use of more expository reading and writing (cause and effect, problem/solution) activities.</p> <p>D. Implement and increase reading in class through differential reading practices by setting a goal for each student and monitoring their progress toward these goals.</p> <p>E. Students will analyze primary and secondary documents and write argumentative or analytical essay with evidence to support their thesis.</p>	<p>August 2013 to May 2014</p> <p>Ongoing</p>	<p>Dept. Chair/dept. Teachers</p>	<p>Supplemental Instructional Materials (A,B,C)</p>	<p>None Specified</p>	<p>Economic Impact Aid</p>	<p>2250</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>MATHEMATICS</p> <p>A. Students will use technology to extend the skills learned in mathematics classes to real world applications.</p> <p>B. Students will use technology to reinforce and assist learning in new and reviewed mathematics.</p>	<p>August 2013 to May 2014</p> <p>Ongoing</p>	<p>Dept. Chair/Dept Teachers</p>	<p>Supplemental Instructional Materials (A,B,C)</p>	<p>None Specified</p>	<p>Economic Impact Aid</p>	<p>2250</p>

## Planned Improvements in Student Performance

### School Goal #2

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

<b>SUBJECT: Technology</b>
<b>LEA GOAL:</b>
District Goal # 3: Align human, financial, and technical resources with student achievement priorities. /Objective #2
<b>SCHOOL GOAL #2:</b>
School Goal # 2: Increase the use of technology and hands on modalities in all classrooms to introduce, reinforce, extend, enrich, assess, and remediate student mastery of curricular targets.  Note: By the end of May, the percentage of students that report being proficient at using technology in all classes on a Student/teacher pre and post surveys at CIMS will be 90% or higher.
<b>LCAP Goal:</b>
LCAP Goal #1 Increase the number of pupils who are on track to graduate from VVUHSD college and career ready.
<b>Data Used to Form this Goal:</b>
Observations from teacher, students, parents, and community
<b>Findings from the Analysis of this Data:</b>
Technology needs to be updated and more technology and hands on modalities needs to be used in all classes to support STEM program.
<b>How the School will Evaluate the Progress of this Goal:</b>
CIMS will evaluate the progress towards meeting the goal by analyzing data from multiple measures such as a student pre and post survey, teacher pre and post surveys and classroom observations.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Schoolwide Technology:</p> <p>A. Teachers will use up to date and relevant technology to support state standards (LCD projectors, document cameras, Mobi View &amp; Interwrite Pads, Neo2Boards, CPS clickers, Laptops, etc.)</p> <p>B. Computer lab tech will open the lab before and after school for student use. The lab will be open during lunch and Computer tech will invite classes in to go over lab rules and computer use policy.</p> <p>C. Teachers will provide students with use of technology to help remediate in weak or struggling in all core classes with the use of Neo2boards, Core manipulatives, Core websites and software.</p> <p>D. Provide a Computer Media Specialist (CMS) to offer tech support for students and teachers before, during, and after school.</p> <p>E. Teachers to receive additional support and training in Data Director or whatever Data system the district uses to track data for student assessment and academic modifications to student programs.</p> <p>F. Continue training and implementation of technology hardware across campus (wireless handheld tablets, clickers, document cameras, Mobi View and Interwrite pads, Neo2boards, etc.)</p>	August 2013 thru	Administration	Supplemental Instructional materials (Technology A,C)	None Specified	Title I	20000
	May 2014		Supplemental Instructional materials (Technology A,C)	None Specified	Economic Impact Aid	25000
	Ongoing		Supplemental credentialed positions (D)	None Specified	Title I	1500
			Supplemental credentialed positions (D)	None Specified	Economic Impact Aid	1500
			Professional Development/ Substitute teachers (E, F)	5800: Professional/Consulting Services And Operating Expenditures	Title I	2000
			Supplemental Instructional Materials (G)	None Specified	Title I	5000
			Supplemental Instructional Materials (G)	None Specified	Economic Impact Aid	5000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Mathematics</p> <p>A. Teachers will provide students with use of technology and other targeted manipulatives (math games, math books, AM, etc.) to help remediate in weak or struggling Math areas.</p>	<p>August 2013 thru</p> <p>May 2014</p> <p>Ongoing</p>	<p>Dept. Chair/Teachers</p>	<p>Supplemental Instructional Materials</p>	<p>None Specified</p>	<p>Title I</p>	<p>250</p>
<p>English Department</p> <p>A. Investigate additional software and hands on activities to support reading, writing and further understanding with English concepts.</p>	<p>August, 2013 thru</p> <p>May 2014</p> <p>Ongoing</p>	<p>Dept. Chair/Teachers</p>	<p>Supplemental Instructional Materials</p>	<p>None Specified</p>	<p>Title I</p>	<p>250</p>
<p>Social Science Department</p> <p>A. Investigate additional software and hands on activities to support reading, writing and further understanding with Social Science concepts.</p>	<p>Aug. 2013 thru</p> <p>May 2014</p> <p>Ongoing</p>	<p>Dept. Chair/Teachers</p>	<p>Instructional Materials</p>	<p>None Specified</p>	<p>Title I</p>	<p>250</p>
<p>Science Department</p> <p>A. Investigate additional software and hands on activities to support reading, writing and further understanding with Science concepts.</p>	<p>Aug. 2013 thru</p> <p>May 2014</p> <p>Ongoing</p>	<p>Dept. Chair/Teachers</p>	<p>Supplemental Instructional Materials</p>	<p>None Specified</p>	<p>Title I</p>	<p>250</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Pathways</p> <p>A. Purchase up to date technology for classroom project-based learning and Labs. Update wireless system in the school site to meet the needs of advance curriculum.</p>	<p>August 2013 thru May 2014</p> <p>Ongoing</p>	<p>Pathway Coordinator/Teachers</p>	<p>Supplemental Instructional Materials</p>	<p>None Specified</p>	<p>Title I</p>	<p>15000</p>
<p>Counseling</p> <p>A. In order to meet the needs of the students counseling will utilize technology to give presentations for articulation visits and classroom presentations. Flyers, and information posters will be created to support students with information on counseling and educational resources from the internet.</p> <p>B. In an effort to foster more positive relationships counseling will offer on-going education to encourage a safe environment to increase academic performance and promote a college &amp; technology going culture through interactive group counseling and tools to help facilitate individual, group, and classroom lessons on a variety of topics. (interactive software games and tools)</p> <p>C. Professional Development: Training as they become available to address the use of technology for the stated goals.</p>	<p>August 2013 thru May 2014</p> <p>Ongoing</p>	<p>Counselor</p>	<p>Supplemental Instructional Materials (A)</p> <p>Supplemental Instructional Materials (B)</p> <p>Professional Development (C)</p>	<p>None Specified</p> <p>None Specified</p> <p>5800: Professional/Consulting Services And Operating Expenditures</p>	<p>Title I</p> <p>Title I</p> <p>Title I</p>	<p>750</p> <p>350</p> <p>600</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>PE DEPARTMENT</p> <p>A. Investigate additional software and hands on activities to support reading, writing and further understanding with PE concepts.</p>						
<p>ELECTIVES</p> <p>A. Investigate additional software and hands on activities to support reading, writing and further understanding with (ARTS) VISUAL AND PERFORMING ARTS AND OTHER ELECTIVE concepts.</p>						
<p>VISUAL AND PERFORMING ARTS</p> <p>A. Teachers will work towards an inclusive school wide culture, increasing student engagement in real life applications, future vocational opportunities, and implementing strategies and activities supporting student participation in Visual and Performing Arts. These are to include school-wide art show, drama and music presentations, participation in contests, and portfolio presentations.</p>						



## Planned Improvements in Student Performance

### School Goal #3

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

<b>SUBJECT: Hold all students and employees to high standards</b>
<b>LEA GOAL:</b>
District Goal # 2: All students will be educated in learning environments that are safe, drug free, and conducive to learning. /Objective # 3 and 4; District Goal #4; Share leadership across the system to improve student achievement./Objective # 1 and 2.
<b>SCHOOL GOAL #3:</b>
School Goal #3: ELA, Math, Science and social science proficiency levels will improve by 5% for all students by focusing on student motivation, intervention, academic organization in all classes and building solid community and academic partnerships.
<b>LCAP Goal:</b>
LCAP Goal #3 Parent, families and the community will become more fully engaged as partners in educational services and policy.
<b>Data Used to Form this Goal:</b>
Student, Parent and Teacher Surveys, Staff Observation and discussions.
<b>Findings from the Analysis of this Data:</b>
School needs more student motivation activities and interventions to support all students. Teachers need to support academic organization with all classes. The school needs to build key community and academic partnerships for all students.
<b>How the School will Evaluate the Progress of this Goal:</b>
CIMS will evaluate the progress towards meeting the goal by analyzing data from multiple data sources including; formal and summative assessments, student grades; benchmark data; and STAR/CST Math and ELA gains and student/teacher/parent pre and post surveys.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>SCHOOLWIDE ACADEMIC SUPPORT FOR "ALL" STUDENTS (INCLUDING SUBGROUPS)</p> <p>A. All English Learner's (ELL, Level 1, 2, 3) will have English Language Development (ELD) instruction in an additional ELA class using the adopted program and supplemental material for Language Arts.</p> <p>B. Increase support for teachers with students labeled ELL and socially in their classes with materials and supplies to utilize manipulatives and SDAIE/sheltered activities to support student learning.</p> <p>C. Continued Program Monitoring, Evaluating, and Coordination for all identified ELL students</p> <p>D. Implement Increased monitoring and data collection by ELA and Math teachers, counselors, ELL Coordinator, and administration and discussions during collaboration meetings to Inform instructional practices around the data results thru PLC meetings</p> <p>E. Increase tracking/monitoring of Re-classified Fluent English Proficient (RFEP) student that have exited the Language Learners Program to ensure success.</p> <p>F. Implement and establish a strong academic transitional program that prepare middle school students for successful completion of the 9th grade and graduation 3 years later by doing the following; Provide 7th grade summer orientation for</p>	Aug. 2013 thru	Administration	Supplemental Instructional Materials (A, B, F)	None Specified	Title I	2000
	May 2014	ELAC Coordinator				
	On-going	Counselor	Supplemental Instructional Materials (A, B, F)	None Specified	Economic Impact Aid	2000
		Teachers	Supplemental Credential position (F)	7000-7439: Other Outgo	Economic Impact Aid	15000
			supplemental Instructional Materials (G)	7000-7439: Other Outgo	Title I	1500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>EXTENDED LEARNING LEARNING TIME OFFERED TO ALL 7TH THRU 9TH GRADE</p> <p>A. Additional ELA and Mathematics instructional minutes after school with ASES (all ELL and RSP students placed in general education and encouraged to join ASES.)</p> <p>B. ASES (Extended learning time during the day) Program will support STEM learning and tutorial assistance to all students in grades 7th thru 9th.</p> <p>C. Provide an ASES Director and Coordinator (Academic Curriculum Coach) supports the three-tier model of progressive interventions for language, literacy, mathematics, and positive behaviors: Works with teachers, students to create a print rich and engaging physical environment for students, helps instructional staff develop research-based instructional practices to support students education and intervention.</p> <p>D. Recreational program to help motivate students in learning, health and well being. (transportation and support staff)</p>	Aug. 2013 thru	ASES Director/Coordinator or and Contracted Facilitators	Instructional Materials (A, B)	None Specified	After School and Education Safety (ASES)	10000
	May 2014		Director/Coordinator/ Facilitators, Hourly supervision (C)	None Specified	After School and Education Safety (ASES)	100000
	On going		All other campus staffing and transportation(D)	None Specified	After School and Education Safety (ASES)	40000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>PATHWAYS</p> <p>A. Training teachers to provide the integration of curriculum, project-based, and discovery and brain-based learning strategies for all students through the development of STEM (Science, Technology, Engineering and Math)</p> <p>a. Provide training for teachers (through Project Lead the Way training)</p> <p>b. Supplemental course materials</p> <p>c) Teacher planning time of curriculum</p> <p>H. Planning time and instructional materials to implements research-based instructional strategies through STEM (Science, Technology, Engineering and Math Courses) to work with all subgroups of students.</p> <p>++Note: According to Research: (STEM education supports brain-based learning..."this means that nearly any learner can increase his or her intelligence, without limits, using the proper environment"(Jensen, 2008, p. 189)</p>	<p>Aug 2013-Jun 2014</p> <p>Ongoing</p> <p>Monthly meetings</p>	<p>Dept Chair/ Dept. Teachers</p>	<p>professional Development (A)</p> <p>Supplemental Instructional Splies</p>	<p>5800: Professional/Consulting Services And Operating Expenditures</p> <p>None Specified</p>	<p>Title I</p> <p>Title I</p>	<p>25000</p> <p>10000</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>MENTORING AND COUNSELING</p> <p>A. Teachers will know all students who are labeled ELL within their classes and school site. Each department will monitor these students and plan and develop school wide SDAIE strategies to support these students in all academics. (PLC/RTI planning)</p> <p>B. Teachers will develop a mentoring program to work with students (teachers mentoring three to four students)</p> <p>C. Implement intentional Guidance services: identify students with discrepancies in need of additional services such as family counseling, individual counseling, group counseling, referral, and peer facilitation, health, etc.</p> <p>COUNSELING</p> <p>A. Continue to provide students intervention and support through the counseling department that includes:</p> <ul style="list-style-type: none"> <li>• Individual and group academic counseling</li> <li>• SST Meetings</li> <li>• Specialized counseling groups (CIMS counselors and outside agencies)</li> <li>• Resource referrals to students and parents</li> <li>• Early college and career counseling</li> </ul> <p>B. In an effort to foster more positive relationships counseling will offer on-going education to encourage a safe environment to increase academic</p>	<p>Aug. 2013 thru June 2014</p> <p>Practiced and developed in PLC/RTI</p> <p>October thru December 2013</p>					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>SUPPLEMENTAL INSTRUCTION INTERVENTION BEYOND THE SCHOOL DAY:</p> <p>A. Saturday School CST/STAR test/and CAHSEE preparation in April and May with ELA and Math focus Increased Educational Opportunity and alternative to suspension and SART (Through SAT School program)</p> <p>B. Counselor will investigate and implement more effective placement of students into "Sheltered" classes to separate ELL students of primary and intermediate levels so that instruction can be more focused and targeted to meet their individual needs</p> <p>C. ASES(Afterschool program which includes tutoring, life skills, etc)</p> <p>D. Teachers provide individual and group tutoring for students who need it as part of their mentoring. (before school and after school)</p>	<p>A. October 2013 thru June 2014</p> <p>B. Aug. 2013 thru June 2014</p>		<p>33.07 per hour X 99.21 per day/ X 10 Saturdays for 1 teachers (A)</p>	<p>1000-1999: Certificated Personnel Salaries</p>	<p>Economic Impact Aid</p>	<p>1500</p>
			<p>Supplemental Instructional Materials</p>	<p>None Specified</p>	<p>Economic Impact Aid</p>	<p>1500</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>STAFF DEVELOPMENT AND PROFESSIONAL COLLABORATION:</p> <p>A. Provide staff development on integrating comprehension strategies and applications in all content areas.</p> <p>B. Provide staff development on reading decoding skills.</p> <p>C. Provide staff development on critical thinking skills and inquiry in all content areas.</p> <p>D. Teachers will receive additional training in Data Director (or whatever system the district provides) to enhance academic achievement</p> <p>E. Identify and analyze the needs of underperforming subgroups</p> <p>F. Identify and provide professional development for staff to be aware of strategies and lessons to support all students at-risk.</p> <p>IMPROVEMENT OF INSTRUCTIONAL STRATEGIES AND MATERIALS:</p> <p>A. Provide continued staff development through PLC collaboration</p> <p>B. Provide supplemental differential instructional materials to meet student needs across the curriculum.</p>	<p>October 2013 thru June 2014</p>					



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>MONITORING PROGRAM IMPLEMENTATION PROGRAM AND RESULTS:</p> <p>A. Evaluation of student's work/progress through a. Teacher academic records and student data b. Student academic and behavior records</p> <p>B. Test Data</p> <p>C. Teacher and principal observations/evaluations/walk-thru</p>	<p>October 2013 thru June 2014 A: Weekly B. weekly/monthly C. hourly/Daily D. quarterly, yearly</p>					
<p>STUDENTS MOTIVATION AND ACADEMIC INCENTIVES:</p> <p>Implementation of Programs to address student attendance, academic success and positive behavior such as the following:.</p> <ul style="list-style-type: none"> <li>• Monthly attendance incentives and celebrations the Everyday Counts Program</li> <li>• Honor Roll certificates</li> <li>• Weekly, Monthly Semester and End of Year Awards</li> <li>• Positive phone calls</li> <li>• Renaissance academic recognition program (assemblies, incentives, etc.)</li> <li>• Cougar Passes</li> <li>• Beyond the Bell Intervention Program</li> </ul> <p>* Progress reports</p>	<p>January 2014 to May 2014</p>	<p>Administration/Counselor/Teachers</p>	<p>Supplemental Instructional Materials</p> <p>Supplemental Instructional Materials</p>	<p>None Specified</p> <p>None Specified</p>	<p>Title I</p> <p>Economic Impact Aid</p>	<p>2500</p> <p>2500</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>LIBRARY</p> <p>Extended time for learning and intervention for all students:</p> <p>A. Provide librarian assistant to support student achievement before, during, and after school.</p> <p>B . Library will be open during lunch, before school, and after school. Library tech will invite classes in to go over library rules and computer research directions.</p>						
<p>SCIENCE AND MATH DEPARTMENT:</p> <p>A. Teachers will incorporate the defining elements of cooperative learning in the science labs by assigning specific roles and task to each group member such as recorder, timekeeper, etc. Students will have the opportunity to rotate through these roles during different labs to help students develop positive interdependence and individual accountability.</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>ELECTIVES DEPARTMENT:</p> <p>A. AVID teachers will take an active and lead role in providing professional development in AVID strategies. AVID will continue to increase their knowledge of AVID strategies through professional development, collaborative team meetings, inservices, and offsite conferences. AVID strategies will be implemented throughout core classes.</p> <p>B. Teachers will work towards constructing cooperative and collaborative activities that increase student engagement, correlates academic class work to real life applications and incorporates inquiry and high level questioning to support student achievement.</p> <p>PE DEPARTMENT</p> <p>C. Teachers will work towards constructing a cooperative and collaborative atmosphere, using positive behavior supports, and considering individual differences. implementing activities to support student knowledge in health and fitness.</p>	August 2013 to May 2014	AVID Teachers	Supplemental Instructional Materials (A, B)	None Specified	Title I	6000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>MATHEMATICS</p> <p>A. Extended learning time for grades 7th thru 10th. 1 hr per day for five days per week until May</p> <p>B. Data driven measures will be utilized to improve student achievement in mathematics classes.</p> <p>C. Teachers will make assignments available electronically and traditionally to help promote student organization.</p>	November 2013 to May 2014	Math Teachers	\$33 per hour X 5 days X 24 weeks, Tutorial for student intervention in Math/Supplemental Credential Positions	1000-1999: Certificated Personnel Salaries	Economic Impact Aid	5000

## Planned Improvements in Student Performance

### School Goal #4

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

<b>SUBJECT: Improve community, parent, student, and teacher relationships</b>
<b>LEA GOAL:</b>
District Goal # 2: All students will be educated in learning environments that are safe, drug free, and conducive to learning. / Objective # 2
<b>SCHOOL GOAL #4:</b>
School Goal # 4: By May 2013 the percentage of students that report feeling safe or very safe through our fostering of positive student/teacher/staff relationships and examining culturally responsive teaching and supporting parent involvement on the student/parent/teacher pre and post surveys will be 75% or more.
Additional Information: Improving Student Achievement through a Positive and Safe School Climate and Home Relations The school will build and maintain positive attitudes toward school, learning, and classmates through recognition and motivation programs, safe school environment initiatives, counseling services, extended learning opportunities, access to technology, health and fitness challenges, fine arts and career/technical education, attendance monitoring, and parent/community outreach efforts. CIMS will implement a 0 Tolerance mindset against Bullying.
<b>LCAP Goal:</b>
LCAP Goal #2 Promote pupil engagement and achievement in a safe, respectful well maintained and equipped school learning environment.
<b>Data Used to Form this Goal:</b>
Student, parent, and teacher surveys. Teacher, Administration observations and discussions.
<b>Findings from the Analysis of this Data:</b>
Increase parent access to student information (grades, teacher comments, homework and grades).

**How the School will Evaluate the Progress of this Goal:**

- Student achievement data
- Student and staff attendance rates
- Discipline data (referrals, suspensions, expulsions, etc.)
- Counseling groups/programs to meet student needs
- Membership growth in PTSA
- Parent and community attendance and participation records
- Community surveys
- CST results and District multiple measures
- Renaissance recognition
- Leadership discussions with students/counselor/teachers

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>SCHOOL-WIDE PARENT INVOLVEMENT</p> <p>A. Increase Parent Involvement through the following activities:</p> <p>1. Parent involvement Activities such as: Back to School Night, Open House, School Site Council, ELAC, AVID Parent night, PTA, STEAM Night, SSC, Parent/Student Conferences, Renaissance Assemblies, Parent Workshops.</p> <p>2. Distribution to Title I parents/students of Resources such as the newsletter, CIMS webpage, Marquee, NTI weekly and special event messages, quarterly newsletter, and student handbook/agendas</p> <p>3. Improving our customer service to parents by staff is one of our goals to increase parent involvement: This goal may include training for both certified and classified staff</p> <p>4. PTA and Parent meetings such as coffee with the Principal and parent informational meetings (Food and snacks)</p> <p>5. Teachers will utilize blackboard connect and other methods of communication with parents.</p> <p>ADDITIONAL INVOLVEMENT OF STAFF, PARENTS, AND COMMUNITY THROUGH THE FOLLOWING:</p> <p>Provide interpretation of student assessment results to parents/Parent Workshop</p>	<p>Ongoing Aug. 2013-May 2013 Quarterly Monthly Meetings TBA Sept. 2013-May 2014</p>					



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>SCHOOL-WIDE</p> <p>A. Increase tracking/monitoring of Re-classified Fluent English Proficient (RFEP) student that have exited the Language Learners Program to ensure success.</p> <p>B. Translation will be available for parent conferences with counselor or teachers.</p> <p>C. Increase parental involvement through conferences and in-services to provide parents with additional strategies to assist their child with moving out of the program</p> <p>D. Distribution of information to Title I parents.</p> <p>E. ELAC parent meetings offered multiple times per year</p> <p>SCHOOL WIDE INTERVENTION FOR STUDENTS</p> <p>A. Continue Intervention, development and implementation of Anti-Bullying Program for grades 7th and 8th.</p> <p>B. Develop SAT school as an alternate to suspension/attendance/intervention/ tutoring</p> <p>The Single Plan for Student Achievement</p>	<p>Aug. 2013 thru</p> <p>May 2014</p>		<p>33.07 X 3 hrs X 10 days (2 times per month (School wide Intervention B)</p>	<p>None Specified</p>	<p>Title I</p>	<p>1000</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
LIBRARY  A. Library will be open during lunch, before school, and after school. Library tech will invite classes in to go over library rules and computer research directions.	Aug. 2012 thru		Supplemental Materials	4000-4999: Books	Economic Impact Aid	625.00
	June 2013		And Supplies			
			Supplemental Materials	4000-4999: Books	Title I	625.00
			And Supplies			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Counseling</p> <p>A. In an effort to foster more positive relationships and to be more culturally responsive to student needs: counseling will offer on-going education to encourage a safe environment through interactive group counseling and tools to help facilitate individual, group, and classroom lessons on a variety of topics. Items purchased will include violence and bullying prevention, anger management and stress management curriculum.</p> <p>B. Implement to establish a strong academic transitional programs that prepare middle school students for successful completion of the 9th grade and graduation 3 years later by doing the following:</p> <ul style="list-style-type: none"> <li>• Incoming 7th graders parent night</li> <li>• Registration visits to the elementary feeder campuses by administrators &amp; counselors</li> <li>• 7th grade orientation in summer</li> </ul> <p>*8th grade transitional meetings for high school.</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Mathematics</p> <p>1. Teachers will relay information to help foster communication in a variety of languages to help establish parental involvement in the home.</p> <p>2. Teachers will establish a “Family Math Night” to help parental/family involvement and cultivate interpersonal relationships on a quarterly basis.</p> <p>3. Math teachers will implement "Task" as found in the textbook, (a variety of hands on math experiments to complete as a family) to foster relationships.</p>	Math Dept/Teachers	Jan- March 2014	Family Math Night	None Specified	Title I	500

## Planned Improvements in Student Performance

### School Goal #5

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

<b>SUBJECT:</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #5:</b>
<b>LCAP Goal:</b>
<b>Data Used to Form this Goal:</b>
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

## Planned Improvements in Student Performance

### School Goal #6

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

<b>SUBJECT:</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #6:</b>
<b>LCAP Goal:</b>
<b>Data Used to Form this Goal:</b>
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

## Planned Improvements in Student Performance

### School Goal #7

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

<b>SUBJECT:</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #7:</b>
<b>LCAP Goal:</b>
<b>Data Used to Form this Goal:</b>
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

## Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

### Centralized Service Goal #1

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #1:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount



**Centralized Services for Planned Improvements in Student Performance**

**Centralized Service Goal #2**

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #2:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

**Centralized Services for Planned Improvements in Student Performance**

**Centralized Service Goal #3**

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #3:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

**Centralized Services for Planned Improvements in Student Performance**

**Centralized Service Goal #4**

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #4:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #5

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #5:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I	148024.09	42,699.09
Economic Impact Aid	76424.00	299.00
After School and Education Safety	150000.00	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
After School and Education Safety (ASES)	150,000.00
Economic Impact Aid	76,125.00
None Specified	0.00
Title I	105,325.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

<b>Object Type</b>	<b>Total Expenditures</b>
1000-1999: Certificated Personnel Salaries	6,500.00
4000-4999: Books And Supplies	1,250.00
5800: Professional/Consulting Services And Operating	29,100.00
7000-7439: Other Outgo	16,500.00
None Specified	278,100.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	Economic Impact Aid	6,500.00
4000-4999: Books And Supplies	Economic Impact Aid	625.00
4000-4999: Books And Supplies	Title I	625.00
5800: Professional/Consulting Services And	None Specified	0.00
5800: Professional/Consulting Services And	Title I	29,100.00
7000-7439: Other Outgo	Economic Impact Aid	15,000.00
7000-7439: Other Outgo	Title I	1,500.00
None Specified	After School and Education Safety (ASES)	150,000.00
None Specified	Economic Impact Aid	54,000.00
None Specified	Title I	74,100.00

## Summary of Expenditures in this Plan

### Total Expenditures by Goal

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	26,500.00
<b>Goal 2</b>	77,700.00
<b>Goal 3</b>	224,500.00
<b>Goal 4</b>	2,750.00



## School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Dr. Melda Gaskins	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jacqueline Pelayo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Jai Simmons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Elijah Woolfolk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mrs. Ana Hernandez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mr. Steve Potter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mrs. Theresa Martinez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mrs. Luana Weaver	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mrs. Cheryl Pruitt	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mrs. Tammy Sloan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ms. Shannon Pruitt	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mr. Sterling Self	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mrs. Nancy Gomez	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mrs. Anita Tucker	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Numbers of members of each category:</b>	<b>1</b>	<b>4</b>	<b>2</b>	<b>4</b>	<b>3</b>

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

## Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

- |   |  |
|---|--|
| <input type="checkbox"/> State Compensatory Education Advisory Committee  | <hr style="border: 0.5px solid black;"/> Signature |
| <input checked="" type="checkbox"/> English Learner Advisory Committee  | <hr style="border: 0.5px solid black;"/> Signature |
| <input type="checkbox"/> Special Education Advisory Committee   | <hr style="border: 0.5px solid black;"/> Signature |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee   | <hr style="border: 0.5px solid black;"/> Signature |
| <input type="checkbox"/> District/School Liaison Team for schools in Program Improvement  | <hr style="border: 0.5px solid black;"/> Signature |
| <input type="checkbox"/> Compensatory Education Advisory Committee  | <hr style="border: 0.5px solid black;"/> Signature |
| <input checked="" type="checkbox"/> Departmental Advisory Committee (secondary)   | <hr style="border: 0.5px solid black;"/> Signature |
| <input checked="" type="checkbox"/> Other committees established by the school or district (list):  | <hr style="border: 0.5px solid black;"/> Signature |
| <ol style="list-style-type: none"> <li>1. Discipline and Safety Committee</li> <li>2. PTA (Parent, Teacher Association)</li> <li>3. ASB Leadership Group</li> <li>4. CIMS Leadership Committee</li> <li>5. Capacity Building Partnership Program (CAPP) Advisory Committee</li> <li>6. Southern California Edison Grant (SCE) Advisory Committee</li> <li>7. CIMS Parent Volunter Program (CPVP)</li> </ol> |  |

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on 11/06/13.

Attested:

**Melda Gaskins, Ed.D**

\_\_\_\_\_  
Typed Name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

**Jackie Pelayo**

\_\_\_\_\_  
Typed Name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date

**Annual Evaluation of At-Risk Programs from Previous School Year**

<b>Program</b>	<b>Narrative</b>	<b>Positive Outcome</b>	<b>Negative Outcome</b>	<b>Conclusions</b>

## Restructuring Plan for Cobalt Institute of Math and Science Academy

### Form A: Planned Improvements in Student Performance

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet AYP growth targets or future common core performance task targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student subgroups not meeting state standards:

<p><b>GOAL for Restructuring in English/Language Arts and Mathematics:</b>          An increase of 10% by all students will score at proficient/advanced or equivalent performance task levels on CCSS in ELA/Mathematics.          All students will become proficient or better in reading/English-language arts/mathematics by 2014/2015 as measured by the CCSS, or District designated assessments.          *During 2013 at Cobalt Institute of MS, 21.5% of students are scoring proficient or above on the CST Math; and 34.6% on CST ELA.</p>	
<p><b>Student groups and grade levels to participate in this goal:</b>          School Wide: 21.5% Math; 34.6% ELA are scoring proficient or above          Black students: 14.2% Math; 27.5% ELA          Hispanic students: 22.5% Math; 35.9% ELA          English Learners: 21.6% Math; 34.1% ELA          White students: 23.4% Math; 36.2% ELA          Socio-Economically Disadvantaged students: 20.8% Math; 32.8%</p>	<p><b>Anticipated annual performance growth for each group:</b>          An increase of 10% by students will score at proficient or advanced or equivalent performance task level on 2015 and 2016 CCSS in ELA/Mathematics</p>
<p><b>Means of evaluating progress toward this goal:</b>          District Benchmark &amp; Essay Tests          Adopted textbooks chapter/common assessments</p>	<p><b>Group data to be collected to measure academic gains:</b>          CCSS ELA/Mathematics by grade level and subgroups          Essay and Benchmark data by grade level and subgroups 7-8 / 9-10</p>

Actions Steps, Strategies for Implementation to Reach This Goal Consider all appropriate dimensions (Teaching & Learning; Staffing & Professional Development, etc.)	Start Date Completion Date	Persons responsible	Estimated Cost/Funding Source	Monitoring/Evaluation Plan
<b>Alignment of instruction with content standards:</b>				
<p><b>Improvement of instructional strategies and materials:</b>            • Provide teachers with time during the school day (common prep) to meet in order to plan, assess data, address student needs and collaborate effectively. (EPC# 7.2, 8.2, 6.2, 2.6)</p>	Aug. 07, 2014- May 29, 2015	Amanda Ballard, math dept. chair Patricia Ehart, science dept. chair Rosalee Hixon, ELA dept. chair Anita Tucker, social science dept. chair Dr. Melda Gaskins, principal Asst. Principal (TBD)	N/A	PLC agenda/ minutes
<p>• Continue to implement that all students complete research and writing in ELA through project-based learning to include professional training, curriculum, and assessment software technology. (EPC#1,5)</p>	Aug. 01, 2014- June 01, 2015	Amanda Ballard, math dept. chair Patricia Ehart, science dept. chair Rosalee Hixon, ELA dept. chair Anita Tucker, social science dept. chair Dr. Melda Gaskins, principal Asst. Principal	\$25,000 Title I	Walk through observations; scan reports

<b>Actions Steps, Strategies for Implementation to Reach This Goal</b> <b>Consider all appropriate dimensions (Teaching &amp; Learning; Staffing &amp; Professional Development, etc.)</b>	<b>Start Date Completion Date</b>	<b>Persons responsible</b>	<b>Estimated Cost/Funding Source</b>	<b>Monitoring/Evaluation Plan</b>
		(TBD)		
<b>Extended learning time:</b> <ul style="list-style-type: none"> <li>Provide before and after school tutoring in core subject areas for identified students for remediation with certificated teachers. (EPC #1, 2)</li> </ul>	Feb. 01, 2014- May 29, 2015	Amanda Ballard, math dept. chair Patricia Ehart, science dept. chair Rosalee Hixon, ELA dept. chair Anita Tucker, social science dept. chair Dr. Melda Gaskins, principal Asst. Principal (TBD)	\$32,000 Title I	Student sign in, dept. agreement for re-assessment credit.
<ul style="list-style-type: none"> <li>Provide Library and computer lab access after school to allow students to research, write, complete projects and extend learning.(EPC#3)</li> </ul>	Aug. 01,2014- June 01, 2015	Dr. Melda Gaskins Angela Allen, CMS Harrison Coates, CMS Luana Weaver, librarian	\$10,000 Title I	Computer use log Project completion
<b>Staff development and professional collaboration:</b> <ul style="list-style-type: none"> <li>Provide visitations to other successful districts (by department) to view CCSS instruction at work (model instruction/in person) EPC #5.1,5.3)</li> </ul>	March 13, 2014- May 29, 2015	Amanda Ballard, math dept. chair Patricia Ehart, science dept. chair Rosalee Hixon, ELA dept. chair Anita Tucker, social science dept. chair Dr. Melda Gaskins, principal Asst. Principal (TBD)	\$20,000 Title I	Dept. minutes, walk through
<ul style="list-style-type: none"> <li>Explore a system at the site level to provide staff development to have time for effective collaboration on CCSS standards and strategies during duty hours. (EPC#5.2,5.3)</li> </ul>	Aug. 14, 2015- May 29, 2015			Agenda and minutes
<b>Involvement of staff, parents and community:</b> <ul style="list-style-type: none"> <li>Implement family academic activity night to assist parents in skills to assist their students. (EPC #2.6,6.1,6.2)</li> </ul>	March 13, 2014- May 29,2015	Amanda Ballard, math dept. chair Patricia Ehart, science dept. chair Rosalee Hixon, ELA dept. chair Anita Tucker, social science dept. chair Dr. Melda Gaskins, principal Asst. Principal (TBD)	\$20,000 Title I	Sign in sheets and parent survey
<ul style="list-style-type: none"> <li>Provide community guest speakers in classes to assist real-life skills. (EPC# 6.1,6.2)</li> </ul>	March 13, 2014- May 29,2015		\$500 General fund	Student survey, student assessment

<b>Actions Steps, Strategies for Implementation to Reach This Goal</b> <b>Consider all appropriate dimensions (Teaching &amp; Learning; Staffing &amp; Professional Development, etc.)</b>	<b>Start Date Completion Date</b>	<b>Persons responsible</b>	<b>Estimated Cost/Funding Source</b>	<b>Monitoring/Evaluation Plan</b>
<b>Auxiliary services for students and parents:</b> • Provide differentiated reading instruction for students to include assessment, instruction and curriculum resources; software to assess reading level and differentiated reading resources. EPC#1,7)	Aug. 01, 2014- June 01, 2015	Dr. Melda Gaskins, principal Rosalee Hixon, ELA dept. chair		Baseline and end of year reading assessment, unit assessments, SBAC testing
<b>Monitoring program implementation and results:</b>				

Cobalt Institute of Math and Science Academy  
2014-2015

Annual Evaluation of the SPSA

<b>Plan component:</b> Program Goal #1:		
<b>Goal:</b>  LCAP Goal:	<b>Desired Outcome:</b>	<b>Result:</b>

<b>Implementation of Activities</b>	
<b>Activities that worked well for us:</b>	<b>Activities that we would like to continue, with minimal modifications:</b>
<b>Activities that we would like to continue but require significant modification:</b>	<b>Activities that we will eliminate:</b>



<b>Plan component:</b> Performance Goal #2:		
<b>Goal:</b>  <b>LCAP Goal:</b>	<b>Desired Outcome:</b>	<b>Result:</b>

<b>Implementation of Activities</b>	
<b>Activities that worked well for us:</b>	<b>Activities that we would like to continue, with minimal modifications:</b>
<b>Activities that we would like to continue but require significant modification:</b>	<b>Activities that we will eliminate:</b>

<b>Plan component:</b> Performance Goal #3,		
<b>Goal:</b>  <b>LCAP Goal:</b>	<b>Desired Outcome:</b>	<b>Result:</b>

<b>Implementation of Activities</b>	
<b>Activities that worked well for us:</b>	<b>Activities that we would like to continue, with minimal modifications:</b>
<b>Activities that we would like to continue but require significant modification:</b>	<b>Activities that we will eliminate:</b>

<b>Plan component:</b> Performance Goal #4,		
<b>Goal:</b>  <b>LCAP Goal:</b>	<b>Desired Outcome:</b>	<b>Result:</b>

<b>Implementation of Activities</b>	
<b>Activities that worked well for us:</b>	<b>Activities that we would like to continue, with minimal modifications:</b>
<b>Activities that we would like to continue but require significant modification:</b>	<b>Activities that we will eliminate:</b>