Cobalt Institute of Math and Science Academy
School Accountability Report Card
Reported Using Data from the 2019-2020 School Year
Published During 2020-2021

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

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

DataQuest

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

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Cobalt Institute of Math and Science Academy
Street	14045 Topaz Road
City, State, Zip	Victorville, CA 92392
Phone Number	(760) 955-2530
Principal	Clarissa M. McNally, Ed.D.
Email Address	cmcnally@vvuhsd.org
Website	cims.vvuhsd.org
County-District-School (CDS) Code	36-67934-6114698

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Victor Valley Union High School District
Phone Number	(760) 955-3201
Superintendent	Dr. Ron Williams
Email Address	Rwilliams@vvuhsd.org
Website	www.vvuhsd.org

School Description and Mission Statement (School Year 2020-2021)

Mission Statement: "Provide a caring environment to encourage and challenge the next generation of STEAM-focused individuals."

Vision Statement: The Cobalt Institute of Math and Science's vision is to produce:
Responsible community members trained in technology, engineering, and science.
Open-minded, lifelong learners who appreciate the integration of the arts in the technical world.
Analytical thinkers who are successful in all academic areas.
Reliable individuals ready for post-secondary education or career opportunities.

Principal's Message
CIMS has a vision that supports the belief that "All students can learn." Our ultimate mission is to provide a caring environment to encourage and challenge the next generation of STEAM-focused individuals. We will place students at the forefront of an ever-changing society by interlocking systems of school, family, and community. An emphasis will be placed on academic excellence through integrated technology, quality instruction, career exploration, and personal-social development.

First and foremost we believe school should be a safe and orderly place. We believe that every child who wants to learn has the right to learn. We believe children will rise to the level of expectation of their instructors and that every child will experience many opportunities and challenges. Students at CIMS will experience learning at the highest levels from a well-trained, prepared and excited staff of teachers and support staff; integrating curriculum that supports science, technology, engineering, and math (STEAM) courses through our partnership with Cal Poly. We believe in educating the whole child in that children must develop socially and emotionally as well as academically. We also believe school should be a rewarding memorable experience and will partner with all stakeholders to support students in reaching their fullest potential.

The administration, faculty, and staff at CIMS believe this is a school where adults and students come to succeed. We foster a community based on kindness, cooperation, educational challenge, inclusion, and creativity. We strive to build strong school, student, family, and community relationships that will allow students to become active and contributing young citizens.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 7	208
Grade 8	228
Grade 9	204
Grade 10	186
Grade 11	136
Grade 12	117
Total Enrollment	1,079

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	8
American Indian or Alaska Native	0.2
Asian	2.4
Filipino	2.5
Hispanic or Latino	72.9
Native Hawaiian or Pacific Islander	0.2
White	9.3
Two or More Races	3.7
Socioeconomically Disadvantaged	85.3
English Learners	5.4
Students with Disabilities	0.6
Foster Youth	0.1
Homeless	

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	42	43	43	450
Without Full Credential	1	0	0	23
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: August 2020

*Regarding ELA and Carnegie Integrated Math for Accelerated 8th grade textbooks: All textbook programs not on the SBE approved list were selected through a local adoption process where they were determined to be aligned to the most current state standards. The local adoption process mirrors that of the State Board adoption process as an adoption committee (representing all school sites, teachers and administration) evaluated all available textbooks and programs (including those on the SBE list). The process includes materials evaluation for standards alignment, publisher presentations, piloting (when possible), additional evaluation and discussion, public display and comments, and school board approval.
*Regarding Science textbooks: We have begun the review, piloting and adoption process for CA and NGSS aligned materials. Expect to adopt and implement for the 21-22 school year. Current materials are aligned to previous standards.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Pearson (Grades 7-8): My Perspectives, Print and online* Adopted 2017 Pearson (Grades 9-12): My Perspectives, Print and online Adopted 2017 Harcourt Brace Jovanoviich (Grades 9-12) Perrine's Literature: Structure, Sound and Sense, Print and online Adopted 2014	No	0
Mathematics	Bedford, Freeman, & Worth Publishing (Grades 9-12): Statistics and Probability with Applications, Print and online Adopted: 2019 California Sate University (9-12): MRWC Reproduced Packets Adopted 2017 Carnegie Learning (Grades 8* for accelerated Math, Grades 9-12): Integrated Math I, II, and III Adopted 2016, Print and online Houghton Mifflin Harcourt (Grades 7-8): Go Math 7, 7 Accelerated, and 8, California Interactive Student Edition, Print Subscription and online Adopted 2015 Houghton Mifflin (Grades 9-12):Calculus of a Single Variable 8th Edition Adopted 2014	No	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	Acellus online (Grades 7-12): Life Science, Physical Science, Earth Science, Biology, Chemistry, Physics Adopted 2020 Pearson/Benjamin Cummings (Grades 9-12): Biology (AP) Prentice Hall (Grades 9-12): Biology, Chemistry, Conceptual Physics Adopted 2014 Pearson Prentice Hall (Grades 7-8): Focus on Life Science and Focus on Physical Science* Adopted 2014	Yes	0
History-Social Science	Pearson (Grade 7): My World : Medieval & Early Modern Times, Print and online Pearson (Grade 8): My World: American History to 1914, Print and online Pearson (Grades 9-12): CA World History, Print and online McGraw Hill (Grades 9-12): Impact: United States History and Geography: Continuity & Change, print and online McGraw Hill (Grades 9-12): Impact: Principles of Economics, print and online McGraw Hill (Grades 9-12): Impact: Principles of American Democracy, print and online Adopted: 2019 National Geographic/Hampton Brown (Grades 9-12): American Government - Cengage / Year adopted: 2017 Pearson (Grades 9-12): By the People, print and online Cengage(Grades 9-12): Western Civilization since 1300, Print and online Adopted 2015 Houghton Mifflin (Grades 9-12): American Government (AP), Economics (AP) Adopted 2014	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Foreign Language	McDougal Littell (Grades 9-12): Tu Mundo/Nuestro Mundo EMC (Grades 9-12): Deutsch Aktuell, Level 1 and 2, print and online Adopted 2017 Vista Higher Learning (Grades 9-12): Temas Adopted 2015 McDougal Littell (Grades 9-12): En Espanol 1, 2 and 3 Holt (Grades 9-12): Nuevas Vistas Curso Uno Adopted 2014 Prentice Hall (Grades 9-12): Sendas Literarias 1 and 2 Adopted 2004	Yes	0
Health	VVUHSD does not offer Health		
Visual and Performing Arts	Sufficient textbooks or instructional materials were provided to each pupil enrolled in Visual and Performing Arts classes offered in grades 7-12.		0
Science Laboratory Equipment (grades 9-12)	Sufficient laboratory science equipment was available for pupils enrolled in science laboratory classes offered in grades 7-12.		

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

School Facility Conditions and Planned Improvements

Cobalt Institute of Math and Science School (CIMS) provides a safe, clean environment for students, staff, and volunteers. Built in 2006, Cobalt Institute of Math and Science School sits on approximately 28 acres. The school campus consists of the four computer labs, Career Center, library, cafeteria, staff lounge, school offices, Multi-Purpose Room, Gym and 55 classrooms and provides adequate space for students, staff, and visitors.

Safety concerns are the number one priority of the maintenance and operations department. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. At the time of publishing, a facilities inspection had not been conducted for the 2020-21 school year as this site was not offering in-person instruction due to COVID-19. A visit will be conducted once the site resumes in-person learning. Therefore, the following data reflects the 2019-2020 FIT inspection conducted in August of 2019 and the most recent completed district self-conducted facility inspection was conducted in August of 2020.

Safety of the school facility is an ongoing area of priority and support for VVUHSD. Cobalt Institute of Math and Science ensures students are safe on school grounds before, during, and after school. The school has well-maintained perimeter fencing and is provided security officers staffed at a district ratio of 350:1. Supervision during the school day is an assumed responsibility of all administrative, staff, and security officers. All student events and programs that extend beyond the regular school day are provided with security officers and are supervised by an administrator or administrative designee. The use of a security camera system also supports the supervision and safety of students.

Cobalt Institute of Math and Science is a newer facility and has no immediate needs for planned improvements at this time. During the 2017-2018 school year, CIMS did complete one renovation to convert a culinary arts classroom into a science classroom to meet the needs of the school site for their Project Lead the Way program. The school is maintained and scheduled for routine deferred maintenance as part of the district maintenance cycle for areas such as paint, black-top repairs, etc. VVUHSD has adopted cleaning standards for all schools in the District. CIMS has one full-time day custodian and two full-time night custodians to maintain our campus to the District cleaning standards.

School Facility Good Repair Status
Using the **most recently collected** FIT data (or equivalent), provide the following:
   - Determination of repair status for systems listed
   - Description of any needed maintenance to ensure good repair
   - The year and month in which the data were collected
   - The rate for each system inspected
   - The overall rating

Year and month of the most recent FIT report: August 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	No deficiencies were observed.
Interior: Interior Surfaces	Good	• Grounds: Presence of water accumulation and/or standing water (work order #48805) (remedied 8/20/19)
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	• Multi-purpose Room: Area has unabated graffiti (remedied 8/20/19) • Basketball Courts: Area has unabated graffiti (work order #48811) (remedied 8/20/19
Electrical: Electrical	Good	• Bldg 500 - Boys' Restroom: Lighting covers are missing, damaged or loose (remedied 8/20/19) • Media Center/Bldg 1300: Computer cords not secured properly (remedied 8/20/19) • 301: Computer cords not secured properly (remedied 8/20/19) • 1324: Computer cords not secured properly (remedied 8/20/19)

System Inspected	Rating	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	• Portable 1: Restrooms are dirty and not maintained regularly (remedied 8/20/19) • Media Center/Bldg 1300: Toilet paper dispensers empty (remedied 8/20/19) • Locker Room-Girls': Toilet seat cover dispensers empty (remedied 8/20/19) • Bldg 1000 - Boys' Restroom: Electric hand dryers are damaged or broken (work order #48815) • Media Center/Bldg 1300: Sink is damaged, excessively stained or clogged (work order #48809) (remedied 8/20/19) • Locker Room-Girls': Restrooms/showers used as storage area (remedied 8/20/19) • Portable 1: Partitions/stall doors (if partitions have been designed for doors) are damaged or not securely attached or non-functional (work order #48810) (remedied 8/20/19) • Bldg 1100 - Boys' Restroom: Stall doors or latches not functioning as designed (remedied 8/20/19) • Bldg 500 - Girls' Restroom: Stall doors or latches not functioning as designed (remedied 8/20/19) • Bldg 900 - Boys' Restroom: Stall doors or latches not functioning as designed (work order #48814) (remedied 8/20/19) • Locker Room-Boys': Stall doors or latches not functioning as designed (remedied 8/20/19) • Grounds: Sink/fountain is damaged (remedied 8/20/19) • Cafeteria/Kitchen: Classroom sink soap or hand sanitizer dispensers empty (remedied 8/20/19)

System Inspected	Rating	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	- Multi-purpose Room: Emergency exit is covered or blocked (X) (remedied 8/20/19) - Media Center/Bldg 1300: Cleansers not stored properly (remedied 8/20/19) - 1325: Cleansers not stored properly (remedied 8/20/19) - Locker Room-Boys': Cleansers not stored properly (remedied 8/20/19) - Media Center/Bldg 1300: Pesticides present (remedied 8/20/19)
Structural: Structural Damage, Roofs	Good	• Grounds: Block/brick walls or structures are deteriorating or damaged (work order #48808)
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	- Grounds: Seating and/or tables are broken, damaged or deteriorating (remedied 8/20/19) - Bldg 300 - Girls' Restroom: Locks and other security hardware are not functioning properly (remedied 8/20/19) - Bldg 300 - Boys' Restroom: Loose or sticky door locks and latches (remedied 8/20/19)
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

• **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

• The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	58	N/A	37	N/A	50	N/A
Mathematics (grades 3-8 and 11)	32	N/A	18	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

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

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	25	N/A	16	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Career Technical Education Programs (School Year 2019-2020)

Project Lead the Way (PLTW) Courses and School Pathways are specifically offered at CIMS for grades 9 through 12. These courses are specifically focused on college, career preparation and work. These courses are integrated through a Pathway course chosen by each student beginning in the ninth grade. Students can choose a Biomedical, Computer Science or Engineering Pathway. The Pathway includes all the core academic courses to prepare students for careers or post-secondary studies in STEAM fields. PLTW courses are aligned with national standards in Math and English (ELA), Next Generation Science Standards, and CSTA K-12 and the units are designed to complement math and science courses. All courses are A-G approved. Teachers credentialed in Math and Science are trained through the University for specialized Courses in Biomedical, Computer Science and Engineering options. Many colleges give students who have completed a pathway course from 9-12th grades/ with a B average, 6 or more credit units upon acceptance.

Career Technical Education (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	310
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	66.02

State Priority: Other Pupil Outcomes

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

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2020-2021)

Parents and the community are very supportive of the educational program at Cobalt Institute of Math and Science School. Parents can participate in various committees, such as English Language Advisory Committee (ELAC), School Site Council (SSC), Coffee with the Principal, District Parent Advisory Committee, Local Control and Accountability Plan (LCAP) and other committees and advisories. Parent volunteers are welcome to work in any capacity pending completion of the approval process. Parents enjoy going on the many educational trips to chaperone and support our students outside of the classroom.

Parents who wish to participate in Cobalt Institute of Math and Science School's leadership teams, school committees, school activities, or become volunteers may contact Rebecca McNeese, Assistant to the Principal, at (760) 955-2530 ext 45111 or Deborah Nelson, Parent Engagement Liaison at ext 45123.

Contact Name: Rebecca McNeese
Position: Assistant to the Principal
Contact Phone Number: (760) 955-2530 ext. 45111

Alternate Contact Name: Brianna Richardson
Position: Family Engagement Liaison
Contact Phone Number: (760) 955-2530 ext. 45123

State Priority: Pupil Engagement
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

• High school dropout rates; and
• High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	1.3	5.1	1	18.9	17.1	18.8	9.1	9.6	9
Graduation Rate	98.7	94.9	99	67.1	73.6	75.3	82.7	83	84.5

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

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

Suspensions and Expulsions
(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	2.4	2.2	6.7	8.0	3.5	3.5
Expulsions	0.2	0.5	0.5	0.2	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	TBD	TBD	2.5
Expulsions	TBD	TBD	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

Safety of students and staff is a primary concern of Cobalt Institute of Math and Science School. Approved volunteers regularly visit the campus to assist in the classroom and participate in school events. Parents and visitors are welcomed and required to check in at the school office upon arrival. Each visitor must possess a California ID Card or Drivers License and be run through the RAPTOR system to obtain a visitor's badge. All visitors must return to the school office upon departure to check out. All volunteers working directly with students are required to achieve fingerprint clearance prior to volunteering on campus. During lunch, passing periods, before and after school, three full-time campus security, teachers, and staff supervise students and school grounds, including the cafeteria and physical education areas, to ensure a safe and orderly environment. The security team also completes a full campus sweep at the beginning of each classroom period to ensure that all students are in class and not roaming the campus or on the perimeter. This year, due to COVID 19, Covid screenings occur to an individual who is on campus. Social distancing, wearing masks, asking COVID questions, and obtaining a badge to demonstrate they are clear is conducted daily. A log of all screenings and visitors is kept and sent to the District office weekly.

The Comprehensive Safe School Plan was developed by the District to comply with Senate Bill (SB) 187 of 1997. The plan provides students and staff members with a means of ensuring a safe and orderly learning environment.

Each school includes the following requirements of (SB) 187 within their safe school plans: current status of school crime; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspension and expulsion; notification to teachers; sexual harassment policy; provision of a school-wide dress code; safe ingress and egress of pupils, parents, and school employees; safe and orderly school environment; and school rules and procedures.

The school evaluates the plan annually and updates it as needed. Safety procedures, including elements of the Safe School Plan, are reviewed with school and District staff in the fall at the start of each school year. The Safe School Plan was most recently reviewed, updated, and discussed with school faculty in October of 2020.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English Language Arts	29	5	11	20	30	3	18	18	29	3	21	15
Mathematics	28	5	17	14	29	4	20	15	27	5	26	9
Science	28	7	27	15	29	5	35	14	28	6	32	11
Social Science	29	5	14	10	28	4	20	9	26	8	17	8

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	539.5

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

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.3

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$6,692	$892	$5,800	$81,716
District	N/A	N/A	$5,217	$90,624
Percent Difference - School Site and District	N/A	N/A	10.6	-10.3
State	N/A	N/A	$7,750	$90,287
Percent Difference - School Site and State	N/A	N/A	-28.8	-10.0

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

Types of Services Funded (Fiscal Year 2019-2020)

The school site offers a comprehensive educational program for all students. School site programs include:

General operations – Instructional Services, materials, and support for all students
Special Education – programs offering appropriate, individualized education to students with special needs
Professional staff development – Professional Collaboration and activities designed to support and further develop teaching skills for all staff. PLC training for the CIMS leadership team.
Supplemental programs – PE instruction by certificated PE staff, computer instruction, varied electives, and support for students in grades 7-8
AVID – to encourage and support students going to college
Music and art instruction, – funding for differentiated instruction for all students grades 7-12 to help students meet or exceed grade-level subject area standards
Project Lead the Way (Science and Math Courses) Biomedical and Engineering Pathways (earning college credit at completion)

AP classes (English, Math, Biology, Physics, Computer Science, Art History, Chemistry, and Social Sciences) Funding designated for book study, PLC time, and designated tutoring for AP students.
CIF and HDAL (High School and Middle School Sports)
ASES (Afterschool program)- (7-9 grades) - Homework Assistance, Tutoring, and Enrichment
Electives: Band, Art, Guitar, Chorus, Robotics, Aerospace, Mock Trial, etc..
ASB - Student Leadership (Clubs, Educational Study Trips, etc.)
FEV Tutoring: Online 24/7 tutoring and intensive interventions for designated students.
After School Tutoring: Open to all students who are currently enrolled in the course

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$53,527	$52,670
Mid-Range Teacher Salary	$89,284	$89,660
Highest Teacher Salary	$119,668	$112,761
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)	$142,430	$142,638
Average Principal Salary (High)	$160,222	$158,074
Superintendent Salary	$257,125	$250,285
Percent of Budget for Teacher Salaries	29.0	32.0
Percent of Budget for Administrative Salaries	4.0	5.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.

Advanced Placement (AP) Courses (School Year 2019-2020)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	3	N/A
Fine and Performing Arts		N/A
Foreign Language	1	N/A
Mathematics	2	N/A
Science	2	N/A
Social Science	3	N/A
All courses	12	24.7

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	42

Professional development activities enhance communication between schools and grade levels to focus on improving instruction to enhance student achievement as outlined in the strategic priorities determined by the Board of Trustees. Our staff will participate in a variety of professional development opportunities over the 2020 and 2021 school year. Off-site include but are not limited to AVID Strategies, Quality Teaching For English Learners, Next Generation Science Standards, Professional Learning Communities, AP Training, and Classroom Management. The focus for on-site professional development will be placed on building relationships, Focus Note Taking, instructional strategies to increase rigor and instructional support in the classroom, and educational technology implementation. Professional development is also provided directly in the classroom through the use of instructional coaches in Math. Specifically, this year, PD will focus on training and implementing PLC to enhance student learning and meeting our WASC mid-year requirements.

The focus for the two July, 2020 certificated professional development days were in multiple areas focused on preparing teachers for the distance learning synchronous instructional model in place as a result of the COVID-19 school closures.

VVUHSD contracted with the county Office of Education of San Bernardino and hired two consultants for 40 days of directed professional learning in English and Math to address the academic indicator on the California school dashboard.