School Year: **2025-26**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Cobalt Institute of Math and Science Academy (CIMS)	36-67934-6114698	May 9, 2025	June 24, 2025

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Cobalt Institute of Math and Science Academy (CIMS) for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

Table of Contents

SPSA Title Page 1
Table of Contents....2
Plan Description....4
Educational Partner Involvement....4
Resource Inequities....4
Comprehensive Needs Assessment Components....5
California School Dashboard (Dashboard) Indicators....5
Other Needs....5
School and Student Performance Data....7
Student Enrollment....7
CAASPP Results....10
ELPAC Results....14
Student Population....17
Overall Performance....19
Academic Performance....21
Academic Engagement....28
Conditions & Climate....32
Goals, Strategies, & Proposed Expenditures....34
Goal 1....34
Goal 2....44
Goal 3....52
Goal 4....59
Goal 5....61
Budget Summary....63
Budget Summary....63
Other Federal, State, and Local Funds....63
Budgeted Funds and Expenditures in this Plan....64
Funds Budgeted to the School by Funding Source....64
Expenditures by Funding Source....64
Expenditures by Budget Reference....64
Expenditures by Budget Reference and Funding Source....64
Expenditures by Goal....65
School Site Council Membership....66
Recommendations and Assurances....68
Instructions....69
Appendix A: Plan Requirements....76

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements 79
Appendix C: Select State and Federal Programs 82

Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Cobalt Institute of Math and Science Academy (CIMS) for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

☒ Schoolwide Program

Cobalt Institute of Math and Science has developed a School Plan for Student Achievement (SPSA) that meets the essential guidelines of the "Every Student Succeeds Act" by ensuring all children have an opportunity to receive a fair, equitable, and high-quality education and to close educational achievement gaps. CIMS engages in timely and meaningful consultation with stakeholders both in the planning stage as well as the implementation of the SPSA. The stakeholder groups review data and evaluate programs targeting our historically low-performing student groups. CIMS recognizes achievement gaps are most profound and most prevalent among students with disabilities, low-income students, minority students, and English learners. Many students belong to two or more of these groups, heightening the need for additional support and services to close these gaps. The plan is also developed with the Victor Valley Union High School District Local Control and Accountability Plan (LCAP) goals and actions and guides continued academic progress. The goals in the SPSA are aligned with the goals in the LCAP. The school community is committed to meeting the guidelines set forth by all federal, state, and local funding sources with the purpose of providing a highly effective, well-rounded educational experience with a focus on STEAM and preparing every student for college and career. Due to a well-developed SPSA and implementation by staff, CIMS has been awarded the Golden Bell Award, designated as a California Distinguished School in 2021, numerous PLTW accolades, and is ranked yearly as a top school in US News and World Report.

Educational Partner Involvement

How, when, and with whom did Cobalt Institute of Math and Science Academy (CIMS) consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

CIMS attempts to involve as many stakeholder groups as possible to plan, review, and update this document. This document is a collaborative effort of students, staff, administration, and parent groups. A variety of data points and survey sources are used to create goals for CIMS as well as align the goals with VVUHSD LCAP. The California School Dashboard, CAASPP, Panorama (student, staff, and family), and other relevant school data tools are used to increase student achievement. All meetings are designed to attain feedback and input to create the best possible plan.

February 11, 2025--ELAC Meeting
February 12, 2025--Administrative Collaboration Team Meeting
February 12, 2025--School Site Council
March 4, 2025--Cobalt Leadership Team
March 14, 2025--Coffee and Connections
March 14, 2025--Student Voice Group
March 19, 2025--Administrative Collaboration Team Meeting
May 9, 2025--School Site Council (final approval)

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

In March of 2024, CIMS conducted a self-study for our WASC visit from March 10th - 13th, 2024. The Visiting Team noted a few areas of focus which need to be addressed for continuous improvement. CIMS must prioritize the consistent use of data-driven PLC meetings to improve student achievement and implement rigor across all content areas with fidelity, professional development should be used to assist staff with implementation. Another area where inequities arose was using PBIS to recognize and celebrate students outside of academic achievement to promote a positive school climate. CIMS should re-evaluate the bell schedule, especially the 7-minute bell as this minimizes instructional time. Finally, CIMS must focus additional resources for EL students to reclassify and improve student achievement.

Based on the WASC critical area #4, *Analyze AP pass rate data to increase consistent AP course enrollment and strengthen student preparation", there is a need to dedicate additional funding to support this inequity. In addition, CIMS receives additional PLC training and support to help assist with data analysis and goal setting. Based on 2023 & 2024 AP scores, it is evident that this gap still exists and funds need to go towards this goal. This goal will continue, as AP scores increased slightly from 31% in 2022 to 35% passage rate in 2023. The 2023 CAASPP data also indicates that African-American students are underperforming as compared to other subgroups. Finally, the Panorama data indicates that student-teacher relationships need to improve on the CIMS campus. It is the hope that CIMS will focus on building the culture and climate, thereby increasing the relationship between students and teachers. AP scores continue to present an area of concern and where resources should be devoted.

CIMS conducted two listening sessions with 2 different groups of African American students to look at school culture from their perspective and how CIMS can better serve this population. Based on student feedback, CIMS has some work to do as students feel that the "N" word is normalized on campus and students perceive that AA students are treated differently from other groups. Resulting from their feedback, it is critical to address their concerns in the SPSA.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

Students in grades 7th, 8th, and 11th were administered the CAASPP during the 2023/2024 school year. All indicators are either green or blue.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

Based on the 23/24 CAASPP Data, mathematics continues to be an area of growth for CIMS. While mathematics increased by 30.9 points (DFS) intentional strategies are needed to bridge the learning gap. ELA also experienced a 24.8 (DFS) increase, however, ELA remains a targeted area. Our English Learner population experienced a 4.2% growth from 2023 (42.3%) to 2024 (46.5%), however, scores are relatively low and indicated a need for a target plan. CAST will be reported on the 2025 California Dashboard as an indicator. Our 2024 CAST data indicated that CIMS was below standard as measured by DFS, specifically our EL students.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

The school site continues to solicit feedback on our efforts. The parents can access information about school events and student achievement through Facebook, Instagram, X, the school, and websites. Parents are also informed about Emergency Disaster preparedness and procedures and the parent information system (Parent Square). Students, parents, and teachers are given a Panorama Climate Survey yearly. Teachers are given surveys for input on curriculum, discipline, student intervention, and school issues. Their input is essential to continue working as a team in support of a positive school culture and a continuous cycle of improvement. Comparing the Fall 2023 Panorama CORE Student Climate Survey to the Fall 2024 CORE Student Climate Survey, CIMS experienced some growth and some areas of strength.

*Knowledge and Fairness of Discipline, Rules, and Norms: 2024/2025 62% 2023/2024 71% 2022/2023 80%
*Valuing of ELA and Math: 2024/2025 83% 2023/2024 82% 2022/2023 78%
*Climate of Support for Academic Learning: 2024/2025 82% 2023/2024 78% 2022/2023 75%
*Safety: 2024/2025 72% 2023/2024 70% 2022/2023 67%
*Sense of Belonging (School Connectedness): 2024/2025 67% 2023/2024 60% 2022/2023 58%
*Teacher-Student Relationships: 2024/2025 49% 2023/2024 47% 2022/2023 49%
*TechEd 58% (newly added to the survey)

Based on the Panorama Survey results, CIMS overall data has remained relatively stagnant, although CIMS remains above the district average.

CIMS EL population continues to perform poorly on CAASPP/CAST tests. Based on an EL SPSA survey, parents would like to see additional after-school programs focused on language learning, additional tutoring, and added awareness of why ELAC is important for reclassification.

CIMS conducted two African American (AA) listening sessions to learn about CIMS from the AA experience. Based on the student feedback, AA students would like to see additional BSU/cultural events throughout the year, stricter enforcement of rules in relation to the use of derogatory terms, and foster a CIMX community where AA students feel they are a contributing member and part of the positive school culture.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Cobalt Institute of Math and Science Academy (CIMS). Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.35%	0.18%	0.36%	4	2	4
African American	7.04%	6.68%	6.12%	80	76	68
Asian	2.20%	2.02%	2.34%	25	23	26
Filipino	2.29%	2.2%	1.98%	26	25	22
Hispanic/Latino	75.64%	75.99%	76.51%	860	864	850
Pacific Islander	%	0.09%	0.18%		1	2
White	8.88%	8.88%	8.73%	101	101	97
Two or More Races	2.90%	2.99%	3.06%	33	34	34
Not Reported	0.70%	0.97%	0.72%	8	11	
			Total Enrollment	1137	1137	1111

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 7	207	202	194
Grade 8	184	210	207
Grade 9	214	180	191
Grade 10	204	194	160
Grade 11	169	189	180
Grade 12	159	162	179
Total Enrollment	1,137	1,137	1,111

Conclusions based on this data:

1. Over the last three years, enrollment has decreased slightly. Tenth grade students are experiencing a continual decrease over the last three years.
2. Hispanic students are experiencing an increase in enrollment over the course of the last 3 years. The African American students have experienced a decreasing in enrollment from 7.04% in 2020 to 6.12% in 2024.
3. Middle school population remains at approximately 400 student, with a light decrease in 7th grade students.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	73	66	57	6.4%	5.8%	5.1%
Fluent English Proficient (FEP)	371	353	341	32.6%	31.0%	30.7%
Reclassified Fluent English Proficient (RFEP)	5					

Conclusions based on this data:

1. The English Learners have decreased by 9 students from the 21/23 to 22/24 school year.
2. CIMS experienced a slight decrease in FEP students from the 21/23 to 22/24 school year.
3. There were zero RFEP students documented in the 22/23 & 23/24 schoolyear which is a decrease by 5 from the 21/22 school year.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	201	199	191	199	199	191	198	198	191	99.0	100.0	100
Grade 8	171	193	200	171	193	200	171	193	200	100.0	100.0	100
Grade 11	165	187	175	163	187	175	163	187	175	98.8	100.0	100
All Grades	537	579	566	533	579	566	532	578	566	99.3	100.0	100

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	2553.	2582.	2601.	11.11	21.72	25.65	42.42	46.46	50.79	26.26	18.69	18.85	20.20	13.13	4.71
Grade 8	2576.	2570.	2607.	11.11	11.92	25.50	45.03	37.31	40.50	32.16	35.23	26.00	11.70	15.54	8.00
Grade 11	2646.	2644.	2682.	31.90	34.22	49.71	47.85	42.78	44.57	16.56	18.18	4.00	3.68	4.81	1.71
All Grades	N/A	N/A	N/A	17.48	22.49	33.04	44.92	42.21	45.23	25.19	24.05	16.78	12.41	11.25	4.95

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	10.61	25.25	23.04	67.68	65.66	69.11	21.72	9.09	7.85
Grade 8	14.04	16.06	27.50	69.59	63.73	59.50	16.37	20.21	13.00
Grade 11	31.90	32.62	45.71	62.58	59.36	51.43	5.52	8.02	2.86
All Grades	18.23	24.57	31.63	66.73	62.98	60.25	15.04	12.46	8.13

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	21.72	31.31	34.03	63.13	54.55	61.26	15.15	14.14	4.71
Grade 8	16.96	15.03	22.00	63.74	68.91	71.50	19.30	16.06	6.50
Grade 11	45.40	39.04	56.00	49.08	56.15	43.43	5.52	4.81	0.57
All Grades	27.44	28.37	36.57	59.02	59.86	59.36	13.53	11.76	4.06

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	15.66	14.14	14.66	73.74	78.28	80.63	10.61	7.58	4.71
Grade 8	18.71	15.03	24.00	71.93	74.09	71.50	9.36	10.88	4.50
Grade 11	18.40	14.97	20.57	78.53	77.01	77.14	3.07	8.02	2.29
All Grades	17.48	14.71	19.79	74.62	76.47	76.33	7.89	8.82	3.89

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	14.65	26.26	31.41	72.73	61.62	67.02	12.63	12.12	1.57
Grade 8	19.88	20.21	36.00	69.59	70.47	59.50	10.53	9.33	4.50
Grade 11	23.31	33.16	45.71	72.39	61.50	54.29	4.29	5.35	0.00
All Grades	18.98	26.47	37.46	71.62	64.53	60.42	9.40	9.00	2.12

Conclusions based on this data:

1. CIMS has tested 100% of eligible students for the last two years.
2. 78% of all students tested CIMS students met or exceeded the ELA standard.
3. Grade 8 appears to test lower than Grade 7 or 11.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	201	198	191	199	198	191	199	198	191	99.0	100.0	100
Grade 8	171	193	200	171	192	200	171	192	200	100.0	99.5	100
Grade 11	165	187	175	163	187	175	163	187	175	98.8	100.0	100
All Grades	537	578	566	533	577	566	533	577	566	99.3	99.8	100

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	2526.	2552.	2569.	11.56	21.72	21.47	18.59	27.78	31.41	37.69	22.73	30.37	32.16	27.78	16.75
Grade 8	2512.	2520.	2557.	7.02	10.42	19.50	15.20	11.98	21.00	28.07	33.33	25.00	49.71	44.27	34.50
Grade 11	2574.	2580.	2601.	9.82	10.16	17.71	19.63	21.93	21.14	34.97	28.34	29.71	35.58	39.57	31.43
All Grades	N/A	N/A	N/A	9.57	14.21	19.61	17.82	20.62	24.56	33.77	28.08	28.27	38.84	37.09	27.56

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	15.58	23.23	21.99	54.27	49.49	61.26	30.15	27.27	16.75
Grade 8	4.68	10.42	15.50	51.46	50.52	57.00	43.86	39.06	27.50
Grade 11	9.82	14.44	20.00	49.69	45.45	45.71	40.49	40.11	34.29
All Grades	10.32	16.12	19.08	51.97	48.53	54.95	37.71	35.36	25.97

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	8.04	20.71	20.94	66.33	59.60	66.49	25.63	19.70	12.57
Grade 8	10.53	9.90	19.50	54.97	58.33	57.50	34.50	31.77	23.00
Grade 11	12.88	15.51	19.43	72.39	66.84	62.86	14.72	17.65	17.71
All Grades	10.32	15.42	19.96	64.54	61.53	62.19	25.14	23.05	17.84

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	10.55	19.70	19.90	70.85	65.66	70.16	18.59	14.65	9.95
Grade 8	2.92	7.81	17.50	67.25	69.27	64.00	29.82	22.92	18.50
Grade 11	12.27	9.63	21.14	66.87	62.57	62.86	20.86	27.81	16.00
All Grades	8.63	12.48	19.43	68.48	65.86	65.72	22.89	21.66	14.84

Conclusions based on this data:

1. CIMS had 100% of eligible students test.
2. 44% of all students tested CIMS students met or exceeded the Math standard.
3. 66% of all students tested CIMS students did not meet the standard.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	1566.4	*	1574.5	1577.8	*	1565.7	1554.6	*	1582.9	24	7	11
8	*	1574.6	*	*	1584.4	*	*	1564.4	*	8	19	8
9	1587.5	*	*	1596.0	*	*	1578.5	*	*	15	7	9
10	*	*	*	*	*	*	*	*	*	10	7	6
11	*	*	*	*	*	*	*	*	*	5	8	5
12	*	*	*	*	*	*	*	*	*	*	4	4
All Grades										65	52	43

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	29.17	*	36.36	62.50	*	54.55	8.33	*	9.09	0.00	*	0.00	24	*	11
8	*	42.11	*	*	47.37	*	*	10.53	*	*	0.00	*	*	19	*
9	53.33	*	*	26.67	*	*	20.00	*	*	0.00	*	*	15	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	38.46	34.62	23.26	43.08	50.00	60.47	18.46	13.46	13.95	0.00	1.92	2.33	65	52	43

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	66.67	*	63.64	33.33	*	36.36	0.00	*	0.00	0.00	*	0.00	24	*	11
8	*	42.11	*	*	52.63	*	*	5.26	*	*	0.00	*	*	19	*
9	53.33	*	*	40.00	*	*	6.67	*	*	0.00	*	*	15	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	58.46	38.46	46.51	36.92	55.77	48.84	4.62	5.77	4.65	0.00	0.00	0.00	65	52	43

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	8.33	*	45.45	37.50	*	36.36	45.83	*	9.09	8.33	*	9.09	24	*	11
8	*	15.79	*	*	26.32	*	*	57.89	*	*	0.00	*	*	19	*
9	13.33	*	*	46.67	*	*	26.67	*	*	13.33	*	*	15	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	13.85	15.38	16.28	38.46	34.62	39.53	38.46	44.23	34.88	9.23	5.77	9.30	65	52	43

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	0.00	*	36.36	100.00	*	63.64	0.00	*	0.00	24	*	11
8	*	15.79	*	*	78.95	*	*	5.26	*	*	19	*
9	0.00	*	*	93.33	*	*	6.67	*	*	15	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	4.62	17.31	27.91	92.31	78.85	62.79	3.08	3.85	9.30	65	52	43

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	95.83	*	81.82	4.17	*	18.18	0.00	*	0.00	24	*	11
8	*	78.95	*	*	21.05	*	*	0.00	*	*	19	*
9	93.33	*	*	6.67	*	*	0.00	*	*	15	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	90.77	78.85	83.72	9.23	21.15	16.28	0.00	0.00	0.00	65	52	43

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	16.67	*	27.27	62.50	*	54.55	20.83	*	18.18	24	*	11
8	*	26.32	*	*	36.84	*	*	36.84	*	*	19	*
9	26.67	*	*	53.33	*	*	20.00	*	*	15	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	26.15	30.77	20.93	50.77	48.08	60.47	23.08	21.15	18.60	65	52	43

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	20.83	*	54.55	75.00	*	45.45	4.17	*	0.00	24	*	11
8	*	0.00	*	*	100.00	*	*	0.00	*	*	19	*
9	0.00	*	*	93.33	*	*	6.67	*	*	15	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	13.85	11.54	13.95	83.08	88.46	83.72	3.08	0.00	2.33	65	52	43

Conclusions based on this data:

1. Majority of CIMS students are classified as a level 3 & 4.
2. Writing and reading domain is a focus for our EL students.

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1,111	**74.5%**	**5.1%**	**0.1%**
Total Number of Students enrolled in Cobalt Institute of Math and Science Academy (CIMS).	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	57	5.1%
Foster Youth	1	0.1%
Homeless	2	0.2%
Socioeconomically Disadvantaged	828	74.5%
Students with Disabilities	14	1.3%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	68	6.1%
American Indian	4	0.4%
Asian	26	2.3%
Filipino	22	2%
Hispanic	850	76.5%
Two or More Races	34	3.1%
Pacific Islander	2	0.2%
White	97	8.7%

Conclusions based on this data:

1. Majority of the student enrollment are Hispanic with a majority of all students meeting SED.

School and Student Performance Data

Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Blue	**Graduation Rate** Blue	**Suspension Rate** Green
Mathematics Green	**Chronic Absenteeism** Green	
English Learner Progress Green		
College/Career Blue		

Conclusions based on this data:

1. All of the indicators are either green or blue, which demonstrates CIMS commitment to the whole child.
2. CIMS will continue to analyze and work on the green areas to continue to make improvements.

School and Student Performance Data

Academic Performance
English Language Arts

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	0	1	1	3

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Blue	Yellow	No Performance Color
61.8 points above standard	5.7 points below standard	34.0 points below standard
Increased 30.9 points	Increased 17.4 points	Increased 7.2 points
566 Students	55 Students	23 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Blue
Less than 11 Students	Less than 11 Students	59.4 points above standard
2 Students	1 Student	Increased 35.8 points
		416 Students

Students with Disabilities	African American	American Indian
No Performance Color	Blue	No Performance Color
Less than 11 Students	81.8 points above standard	Less than 11 Students
7 Students	Increased 64.6 points	3 Students
	31 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Blue
89.7 points above standard	Less than 11 Students	59.0 points above standard
Increased 11.8 points	8 Students	Increased 33.6 points
16 Students		432 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Green
75.2 points above standard	Less than 11 Students	51.6 points above standard
Increased 15.0 points	2 Students	Increased 13.7 points
21 Students		50 Students

Conclusions based on this data:

1. Not all subgroups are considered significant for CIMS, however our EL students while below standard has increased by 5.7 points towards proficiency.

School and Student Performance Data

Academic Performance
Mathematics

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	1	3	1

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Green	Yellow	No Performance Color
17.2 points below standard	65.8 points below standard	103.0 points below standard
Increased 24.8 points	Increased 32.4 points	Increased 28.5 points
566 Students	55 Students	23 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Green
Less than 11 Students	Less than 11 Students	25.0 points below standard
2 Students	1 Student	Increased 22.0 points
		416 Students

Students with Disabilities	African American	American Indian
No Performance Color	Green	No Performance Color
Less than 11 Students	17.1 points below standard	Less than 11 Students
7 Students	Increased 40.2 points	3 Students
	31 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Green
17.3 points above standard	Less than 11 Students	24.6 points below standard
Declined 13.3 points	8 Students	Increased 23.9 points
16 Students		432 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Blue
2.3 points above standard	Less than 11 Students	6.1 points above standard
Increased 30.7 points	2 Students	Increased 27.6 points
21 Students		50 Students

Conclusions based on this data:

1. English Learners is the only subgroup in the yellow range, however progress was noted 32.4 points.
2. White students are the only students performing above standard and have increased by 27.6 points.
3. African American studens have increased overall performance by 40.2 points, but still remain below standard.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
Green	Orange
46.5% making progress.	43.6% making progress.
Number Students: 43 Students	Number Students: 39 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
20.9%	32.6%	0%	46.5%

Conclusions based on this data:

1. 46.5 percent of ELs moved at least one ELPI level.
2. 20.9 percent have decreased on level on the ELPI.

School and Student Performance Data

Academic Performance
College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low

Lowest Performance

Low

Medium

High

Very High

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	1	1

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2024 Fall Dashboard College/Career Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Blue	No Performance Color	No Performance Color
63.3 Prepared	50 Prepared	50 Prepared
Increased 10	0	0
177 Students	12 Students	12 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Blue
Less than 11 Students 0	Less than 11 Students 0	62.5 Prepared
3 Students	1 Student	Increased 9.4
		152 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students 0	33.3 Prepared	0 Students
3 Students	Declined 30.3	
	12 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Green
Less than 11 Students 0	Less than 11 Students 0	64.9 Prepared
5 Students	9 Students	Increased 13.7
		134 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students 0	0 Students	64.3 Prepared
2 Students		Increased 11
		14 Students

Conclusions based on this data:

1. All students have increased by 10 points and are 63.3% prepared.
2. 62.5% of Socio Economically Disadvantaged are prepared with an increase of 9.4% from the previous year.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Green	No Performance Color	No Performance Color
3.2% Chronically Absent	9.5% Chronically Absent	11.8% Chronically Absent
Declined 1.8	Increased 3.3	Increased 5.1
401 Students	21 Students	17 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Green
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	3.8% Chronically Absent
2 Students	1 Student	Declined 1.1
		287 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - data not displayed for privacy	4% Chronically Absent	Fewer than 11 students - data not displayed for privacy
4 Students	Maintained 0.2	3 Students
	25 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Green
0% Chronically Absent	Fewer than 11 students - data not displayed for privacy	3.8% Chronically Absent
0	6 Students	Declined 1.3
11 Students		293 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Green
0% Chronically Absent	Fewer than 11 students - data not displayed for privacy	2.6% Chronically Absent
Declined 5.3	2 Students	Declined 5.1
22 Students		39 Students

Conclusions based on this data:

1. All groups are located in the green area.
2. Socio Economically Disadvantaged students who are reported as chronically absent has declined by 1.1% and Hispanics declined by 1.3%

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	2

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Blue	No Performance Color	No Performance Color
100% graduated	100% graduated	100% graduated
Increased 3.6%	12 Students	12 Students
177 Students		
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Blue
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	100% graduated
3 Students	1 Student	Increased 3.4%
		152 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - data not displayed for privacy	100% graduated	0 Students
3 Students	Maintained 0%	
	12 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Blue
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	100% graduated
5 Students	9 Students	Increased 3.1%
		134 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - data not displayed for privacy	0 Students	100% graduated
2 Students		Increased 13.3%
		14 Students

Conclusions based on this data:

1. 100% graduation rate and all subgroups are or blue.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	3	4

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2024 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Green	Blue	Blue
0.7% suspended at least one day	0% suspended at least one day	0% suspended at least one day
Declined 1.8%	Declined 7.2%	Declined 7.5%
1135 Students	57 Students	53 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Green
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	0.9% suspended at least one day
6 Students	2 Students	Declined 1.7%
		854 Students

Students with Disabilities	African American	American Indian
No Performance Color	Blue	No Performance Color
0% suspended at least one day	0% suspended at least one day	Fewer than 11 students - data not displayed for privacy
Maintained 0%	Declined 2.6%	3 Students
13 Students	69 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Green
7.7% suspended at least one day	0% suspended at least one day	0.6% suspended at least one day
Increased 7.7%	Maintained 0%	Declined 1.8%
26 Students	22 Students	873 Students

Two or More Races	Pacific Islander	White
Blue	No Performance Color	Green
0% suspended at least one day	Fewer than 11 students - data not displayed for privacy	1% suspended at least one day
Declined 2.3%	2 Students	Declined 3.9%
42 Students		98 Students

Conclusions based on this data:

1. The Dashboard indicators note that CIMS should focus on the Hispanic and White student population.
2. African Americans students are blue on the dashboard, indicating a positive change.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Academic Performance--Math & English
School Goal # 1: It is the goal that CIMS students will increase proficiency in English, Math, and Science by 10 Points, as determined by the metrics, distance from standard.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

District Goal # 1: The Victor Valley Union High School District will provide a rich academic program grounded in equity-based practices with measurable impact on middle and high school success indicators.

District Goal #3: The Victor Valley Union High School District will provide clean campuses, access to technology, sufficient instructional materials and appropriately credentialed teachers at all school sites.

Identified Need

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

Students in grades 7th,8th, and 11th were administered the CAASPP during the 2023/2024 school year. CIMS data is represented by Distance From Standard (DFS). The overall results in mathematics determined:

Distance from Standard (DFS) represents the distance between a student's score on the Smarter Balanced Assessments and the Standard Met Achievement Level threshold (i.e., the lowest threshold scale score for Level 3). The scale score ranges for the Smarter Balanced Assessments vary by content area—ELA , Mathematics & Science—and by grade level.

Overall student performance in mathematics in the 2023/2024 school year denotes that there was a 24.8 point increase towards meeting the standard, however, CIMS students are overall -17.2 points behind meeting or exceeding the standard from the previous year, 2023. While there was progress towards meeting the goal with our African-American (+39.9 points progress), Hispanic students (+23.4 points progress), and (English Learner Students +82.2), All significant subgroups met their goal, however all subgroups, with the exception of White, remain below standard.

Overall student performance in ELA in the 2023/2024 school year denotes that there was a +30.8 point increase towards meeting the standard In 2023, the majority of the subgroups experienced an increase, subgroups include, Hispanic (+33 point progress), White (+18.1 point progress), English Learners (+47.3 point progress), & African American students (+64.8 point progress). All significant subgroups met their goal, however English Learners are -5.7 distance from standard.

CAST will be published on the California Dashboard in 2025. The baseline data for science is: school-wide -6 DSF, Hispanic students -7.5 DSF, English Learner students -17.2 DSF, White students -5 DSF, and African American students -2 DFS. This 2024 data represents their baseline for determining progress.

Based on the data above, Mathematics, ELA and Science continue to be areas of growth for CIMS. Specifically, in mathematics even though there has been significant progress, overall students are below standard. While ELA has experienced growth in all areas, English Learner students need to make progress towards met or exceeding standards.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP SBAC School-wide Mathematics 2024 DFS	-17.2 Points DFS	-7.2 Points DFS
CAASPP SBAC Mathematics Hispanic Students 2024 DFS	-24.6 Points DFS	-14.6 Points DFS
CAASPP SBAC Mathematics English Learner Students 2024 DFS	-65.8 Points DFS	-55.8 Points DFS
CAASPP SBAC Mathematics White 2024 DFS	6.1 Points DFS	16.1 Points DFS
CAASPP SBAC Mathematics African American 2024 DFS	-17.1 Points DFS	-7.1 Points DFS
CAASPP SBAC School-wide ELA 2024 DFS	61.8 Points From Standard	71.8 Points DFS
CAASPP SBAC ELA Hispanic Students 2024 DFS	59 Points From Standard	69 Points DFS
CAASPP SBAC ELA English Learner Students 2024 DFS	-5.7 Points From Standard	4.7 Points DFS
CAASPP SBAC ELA White 2024 DFS	51.6 Points From Standard	61.6 Points DFS
CAASPP SBAC ELA African American 2024 DFS	81.8 Points From Standard	91.8 Points DFS
CAASPP CAST School-wide Science 2024 DSF	-6 Points From Standard	4 Points DFS
CAASPP CAST Science Hispanic Students 2024 DSF	-7.5 Points From Standard	-2.5 Points DFS
CAASPP CAST Science English Lerner Students 2024 DSF	-17.2 Points From Standard	-10.2 Points DFS
CAASPP CAST Science White Students 2024 DSF	-5 Points From Standard	0 Points DFS
CAASPP CAST Science African American Students 2024 DSF	-2 Points From Standard	3 Points DFS

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	01-01. MATHEMATICS DEPARTMENT (Mathematics Support/Strategies) A. Teachers will provide students with the use of technology and other targeted manipulatives (math games, math books, etc.) to help remediate in weak or struggling math areas. B. Mathematics department will use benchmark and common assessments to monitor student progress for re-teaching purposes and targeted interventions. Students will use technology to extend the skills learned in mathematics classes to real-world applications (Graphic calculators, math software, chrome books, tablets, laptops, etc.). Use software to supplement/enhance; KUTA, EDULASTIC, etc. (WASC Critical Area #1)	All Students, specifically Hispanic, African American, Socio-Economic Disadvantaged students, and English Learners	16000 Title I 1000-1999: Certificated Personnel Salaries 01-01. MATHEMATICS: Tutoring (E) 4000 Title I 1000-1999: Certificated Personnel Salaries 01-01 MATHEMATICS: Boot Camps (J) 6140 Title I 4000-4999: Books And Supplies

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	C. Students will use technology, math software including Desmos, to reinforce and assist learning in new and reviewed mathematics (such as clickers, software, chrome books, tablets, laptops, cell phones, Acellus, Delta Math, NextGenMath, KUTA, EDULASTIC at least once per week, etc.). D. Teachers will increase reading, vocabulary, writing, and speaking by utilizing resources such as video libraries, math games, etc. Teachers will incorporate writing activities, assessments, and reflections. E. Teachers will provide extended learning time before and after school tutoring to support students who need targeted skills intervention. Grades 7 through 12 are monitored through sign-in sheets and assessments. Implementation of a tutoring center. Using Carnegie Tutoring Services for Intervention. F. Data-driven measures will be utilized to improve student achievement in mathematics and English classes. The math department will be given an opportunity to work with the administration to implement PLC using relevant data. (WASC Critical Area #1) G. Teachers will make assignments available electronically and traditionally to help promote student organization. Teachers will utilize Google Classroom, Mathia, Khan, etc. to communicate information. H. Teachers will plan and implement Pi (3.14) Day on or around March 14th to increase student motivation for mathematical understanding (evidenced by assessment scores, exit tickets, reflection, and participation rates). I. Bilingual instructional assistant will push into math classes to support EL students. J. Provide a variety of summer boot camps/AP/SAT tutoring to support classroom instruction. K. Administer the STAR Mathematics Renaissance 2x per year to be used as the Universal Screener for interventions. (WASC Critical Area #1) L. Purchase flexible seating to improve collaborative activities (tutoring) and SEL. M. The Math Department will continue to create and refine Unit Plans that are based on skills.		01-01. MATHEMATICS: Supplemental Instructional Materials 2500 Title I 5000-5999: Services And Other Operating Expenditures 01-01. MATHEMATICS: Outside Services
1.2	01-02. PROJECT LEAD THE WAY (PLTW) DEPARTMENT (Mathematics Support/Strategies)	All Students, specifically Hispanic, African American, Socio-	2600 Title I

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	A. All students will utilize an Engineering/Computer Science/Biomedical notebook. These can be ¼" quad-ruled composition books, or PLTW notebooks, or another instructor-approved notebook. B. Necessary professional development will be provided in order to assist teachers in helping students meet and have access to the curricular needs of the PLTW program. (WASC Critical Area #3) (SEE GOAL 02-01 FOR FUNDING) C. All students will be involved in hands-on STEAM learning activities including Biomedical experiments, Engineering Instant Challenges, Structural/Engineering Activities and Computer Science programming activities. D. Students will utilize proper technology to conduct research and activities in the three PLTW pathways: Computer Science, Engineering and Biomedical as prescribed by the curriculum for each individual class. E. Students will conduct appropriate field studies and/or participate in industry-appropriate competitions to apply and witness practical applications in their appropriate pathways. F. Teachers will use End of Course Assessments and other assessments throughout the course to modify instruction and guide practices for teaching and learning. G. CIMS teachers will support and assist VVUHSD in drafting and/or implementing any articulation agreements to support crosswalk relevance. H. PLTW teachers may provide academic support through before/after school tutoring opportunities as necessary. I. Students will utilize an interactive notebook for math courses. These can be composition notebooks with manipulatives and foldable inside.	Economic Disadvantaged students, and English Learners	4000-4999: Books And Supplies 01-02. PLTW: Supplemental Instructional Materials 7500 Title I 5000-5999: Services And Other Operating Expenditures 01-02. PLTW: Dues/Memberships
1.3	01-03. SCIENCE DEPARTMENT (Mathematics Support/Strategies) A. The Science department will support the math goal by teaching graphs, measurements, and conversions. B. Science and Mathematics academic vocabulary will be consistently utilized. C. Continue to use software to include Gizmos, Acellus, CK 12, PHET Labs/simulations, Ed	All Students, specifically Hispanic, African American, Socio-Economic Disadvantaged students, and English Learners	2000 Title I 4000-4999: Books And Supplies 01-03 SCIENCE DEPT: Supplemental Instructional Materials

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	puzzles, Kahoots, and Near Pod in Science and Mathematics and Science. D. The Science Department will continue to create and refine Unit Plans that are based on skills.		
1.4	01-04. SOCIAL SCIENCE DEPARTMENT (Mathematics Support/Strategies) A. Economics will support financial literacy through projects/activities and educational study trips. B. Teachers will be able to obtain Project Based Learning (PBL) training,in order to help students better understand the math principles that are taught in social Studies, including Economics, to increase overall math scores. (SEE GOAL 02-01 FOR FUNDING) C. The Social Science Department will continue to create and refine Unit Plans that are based on skills. D. Use manipulatives that aid in spatial awareness, and understanding relationships between numbers, & statistics.	All Students, specifically Hispanic, African American, Socio-Economic Disadvantaged students, and English Learners	2000 Title I 4000-4999: Books And Supplies 01-04. SOCIAL SCIENCE: Supplemental Instructional Materials
1.5	01-05. ENGLISH DEPARTMENT (English Support/Strategies) A. Department will collaborate, during pull-out days, to vertically align essential skills to inform teaching and assess growth. (WASC Critical Area #3) B. Department will collaborate on best practices to include but not limited to (i.e., ERWC, QTEL, Project-Based Learning) to increase student engagement and instructional rigor. C. Use SES funds to support at-risk students by providing targeted skills interventions. (WASC Critical Area #2) D. The English department can purchase instructional materials and software for curriculum enhancement. E. The English department will collaborate with other departments to integrate cross-curricular instruction to include but not limited to activities, projects, and professional development in these areas. (WASC Critical Area #3) (SEE GOAL 02-01 FOR FUNDING) F. Administer the STAR Reading Renaissance 2x per year, Fall and Spring, to be used as the Universal Screener for interventions. Since COVID, VVUHSD has implemented 4 tiers of interventions	All Students, specifically Hispanic, African American, Socio-Economic Disadvantaged students, and English Learners	2000 Title I 1000-1999: Certificated Personnel Salaries 01-05. ENGLISH DEPT Tutoring (E) 3000 Title I 4000-4999: Books And Supplies 01-05 ENGLISH DEPT: Supplemental Instructional Materials 3000 Title I 5000-5999: Services And Other Operating Expenditures 01-05 ENGLISH DEPT: Outside Services

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	to address students' academic needs. (WASC Critical Area #1) G. The English department will be given an opportunity to work with the administration to implement PLC using relevant data. H. The English Department will continue to create and refine Unit Plans that are based on skills.		
1.6	01-06 ENGLISH LEARNER (WASC Critical Area #1) (English Support/Strategies) A. EL Coordinator will be supported and paid for through site funding. The position will facilitate ELAC and DELAC meetings to support parents. B. EL Coordinator and Instructional Aide will be provided compensation for translations at various meetings and written communications. C. To support EL, monies will be set aside to purchase supplies, supplemental materials, books, technology, or services to support at-risk EL students. D. Focused Interventions on ELPAC students levels one and two and low threes. E. One-to-one meetings with families of all EL students but specifically targeting EL levels 3s & 4s to share the pathway towards reclassification. F. Give a practice test with the ELPAC student in preparation for reclassification and testing environment. G. CIMS will fund the EL Instructional Assistant position. H. PAR for additional hours NTE 60 for Bilingual Instructional Assistants participating in RFEP progress monitoring, tutoring, and parent/student meetings outside of their contractual duty day.	All Students, specifically Hispanic, African American, Socio-Economic Disadvantaged students, and English Learners	2000 Title I 1000-1999: Certificated Personnel Salaries 01-06 ENGLISH LEARNER: Coordinator Extra Duty 700 Title I 2000-2999: Classified Personnel Salaries 01-06 ENGLISH LEARNER: Instructional Aide Extra Duty 1000 Title I 4000-4999: Books And Supplies 01-06 ENGLISH LEARNER: Supplemental Instructional Materials 59000 Title I 2000-2999: Classified Personnel Salaries 01-06 ENGLISH LEARNER: Instructional Assistant 100%
1.7	01-07. SOCIAL SCIENCE DEPARTMENT (English Support/Strategies) A. Support reading, writing, critical thinking, and speaking through hands-on materials, academic study trips, and cross-curricular project-based activities that aid in students developing informed opinions and sound ideas. B. Provide increased access to appropriate technology, such as online subscription services and site licenses for software and programs to enhance Social Studies instruction.	All Students, specifically Hispanic, African American, Socio-Economic Disadvantaged students, and English Learners	3000 Title I 1000-1999: Certificated Personnel Salaries 01-07 SOCIAL SCIENCE DEPT: Tutoring 1000 Title I 1000-1999: Certificated Personnel Salaries 01-07 SOCIAL SCIENCE DEPT: Boot Camps (H) "X CIMS"

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	C. Implement and increase purpose-driven reading in class through differential reading practices by setting a goal for each student and monitoring their progress toward these goals. D. Students will have access to materials and manipulatives that allow them to better access primary source materials. E. Implement the opportunity for students to interact with primary, secondary, and tertiary sources that will enhance critical thinking, problem-solving, and synthesis of arguments. F. Provide Social Studies boot camps to support classroom instruction. G. Social Science teachers will offer tutoring to support instruction to all students, especially our at-risk students. H. Incorporate an Ethnics Studies class to assist students in learning about cultural diversity. This course will help to enhance writing, critical thinking, and speaking. I. Social Studies teachers will be able to collaborate with other departments as needed, whether through pull-outs, training, or professional development opportunities, to facilitate cross-curricular teaching that supports students in their tested skill sets. (SEE GOAL 02-01 FOR FUNDING)		3000 Title I 4000-4999: Books And Supplies 01-07 SOCIAL SCIENCE DEPT: Supplemental Instructional Materials 3029 Title I 5000-5999: Services And Other Operating Expenditures 01-07 SOCIAL SCIENCE DEPT: Outside Services
1.8	01-08. SCIENCE DEPARTMENT (English Support/Strategies) A. The science department will incorporate Claim Evidence Reasoning (CER) to support the skill of writing short, constructive responses through English Language Arts. B. The Science department will integrate science reading materials (magazines etc.) to support English instruction by having students read, write summaries, analyze articles and perform independent research using the scientific literature. C. All students must have lab composition notebooks for their lab reports. The lab reports will include hypotheses, methods, observations, analysis/data, and conclusions. D. Teachers will develop and implement labs for all students that support the NGSS and AP and build scientific literacy for 7 - 12th-grade students. E. Provide staff development opportunities to assist teachers in remaining up to date on the current	All Students, specifically Hispanic, African American, Socio-Economic Disadvantaged students, and English Learners	6000 Title I 1000-1999: Certificated Personnel Salaries 01-08 SCIENCE DEPT: Tutoring 2000 Title I 4000-4999: Books And Supplies 01-08 SCIENCE DEPT: Supplemental Instructional Materials 3595 Title I 5000-5999: Services And Other Operating Expenditures 01-08 SCIENCE DEPT: Outside Services

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	subject matter, educational practices, technology, NGSS, School City, cross-curricular strategies, DCI, etc. (WASC Critical Area #3) (SEE GOAL 02-01 FOR FUNDING) F. Support reading, writing, critical thinking, and speaking through the use of hands-on materials and educational study trips that lend to students developing knowledge, opinions, and ideas to strengthen science concepts in the real world.		
1.9	01-09. PHYSICAL EDUCATION DEPARTMENT (English Support/Strategies) A. Provide Physical Education staff development opportunities to assist teachers in remaining up to date on the current subject matter, educational practices, technology, cross-curricular strategies, etc. (WASC Critical Area # 3) (SEE GOAL 02-01 FOR FUNDING) B. Implement assignments for students who are unable to participate in regular physical education activities that integrate academic support in the interdisciplinary subject areas. (WASC Critical Area # 3) C. Professional development opportunities will be provided in order to assist teachers in helping students meet and have access to the curricular needs of the Physical Education program. (WASC Critical Area # 3) D. Offer tutoring hours for the Physical Education Department to help students meet A-G and graduation requirements.(Title 1 and General Fund).	All Students, specifically Hispanic, African American, Socio-Economic Disadvantaged students, and English Learners	2674 Title I 4000-4999: Books And Supplies 01-09 PE DEPT: Supplemental Instructional Materials 2968 Title I 5000-5999: Services And Other Operating Expenditures 01-09 PE DEPT: Outside Services
1.10	01-10. AVID (English Support/Strategies) A. Certificated staff will be trained in AVID strategies to facilitate student understanding of the curriculum (in all subject areas) and support focus note-taking strategies. (WASC Critical Area #2) (SEE GOAL 02-01 FOR FUNDING) B. AVID tutors will be employed to support student AVID strategies to improve academic achievement. C. AVID classes will attend various educational study trips to promote a college-going culture. D. An AVID coordinator and team receive additional hours to write the AVID site plan, coordinate events, and attend professional development.	All Students, specifically Hispanic, African American, Socio-Economic Disadvantaged students, and English Learners	8000 Title I 1000-1999: Certificated Personnel Salaries 01-10 AVID: Coordinator & Team Extra Duty 1000 Title I 2000-2999: Classified Personnel Salaries 01-10 AVID: 3 Tutors *max 14 hrs per week 500 Title I 4000-4999: Books And Supplies

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	E. CIMS is dedicated to teaching and implementing focused note-taking strategies and a college and career-going culture. F. Purchase flexible seating to improve collaborative activities (tutoring) and improve SEL.		01-10 AVID: Supplemental Instructional Materials 3350 Title I 5000-5999: Services And Other Operating Expenditures 01-10 AVID: Outside Services
1.11	01-11 SPECIAL EDUCATION (English Support/Strategies) A. Provide funding to support the academic achievement of special education students including but not limited to: supplemental instructional materials, educational study trips, etc.	Special Education	500 Title I 4000-4999: Books And Supplies 01-11 SPECIAL EDUCATION : Supplementary Instructional Materials 500 Title I 5000-5999: Services And Other Operating Expenditures 01-11 SPECIAL EDUCATION: Outside Services
1.12	01-12 FINE ARTS DEPARTMENT A. Provide practical applications through art projects, which use a variety of measurements to support mathematic instruction (hands-on tools). B. Students will use a guided practice notebook to integrate writing and note-taking into the Fine Arts curriculum.	All Students	3500 Title I 4000-4999: Books And Supplies 01-12 FINE ARTS DEPT : Supplementary Instructional Materials
1.13	01.13 ALL SCHOOL A. All departments shall prioritize the consistent use of data-driven PLC meetings to enhance student achievement. (WASC Critical Area #1) B. All staff will be consistent in the communication of standards, objectives, and skills to all learners. Staff may communicate this in a variety of ways. Not only should the skill be visible, but there must be a reference to the learning. (WASC Critical Area #3) C. CIMS must refine and implement rigor across curricular areas. This must be aligned with instruction, and skills and prepare students for success on the CAASPP assessment and other assessments. (WASC Critical Area #2)	All Students, specifically grades 7, 8, & 11.	

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Students in grades 7th,8th, and 11th were administered the CAASPP during the 2023/2024 school year. The overall results in mathematics determined: (These are the identified needs for CIMS based on the latest CASPP data.) The data used below represents DFS.

Distance from Standard (DFS) represents the distance between a student's score on the Smarter Balanced Assessments and the Standard Met Achievement Level threshold (i.e., the lowest threshold scale score for Level 3). The scale score ranges for the Smarter Balanced Assessments vary by content area—ELA, Mathematics & Science—and by grade level.

Overall student performance in mathematics in the 2023/2024 school year denotes that there was a 24.8 point increase towards meeting the standard, however, CIMS students are overall -17.2 points behind meeting or exceeding the standard from the previous year, 2023. While there was progress towards meeting the goal with our African-American (+39.9 points progress), Hispanic students (+23.4 points progress), and (English Learner Students +82.2), All significant subgroups met their goal, however all subgroups, with the exception of White, remain below standard.

Overall student performance in ELA in the 2023/2024 school year denotes that there was a +30.8 point increase towards meeting the standard In 2023, the majority of the subgroups experienced an increase, subgroups include, Hispanic (+33 point progress), White (+18.1 point progress), English Learners (+47.3 point progress), & African American students (+64.8 point progress). All significant subgroups met their goal, however English Learners are -5.7 distance from standard.

CAST will be published on the California Dashboard in 2025. The baseline data for science is: school-wide -6 DSF, Hispanic students -7.5 DSF, English Learner students -17.2 DSF, White students -5 DSF, and African American students -2 DFS. This 2024 data represents their baseline for determining progress.

Based on the data above, Mathematics, ELA, and Science continue to be areas of growth for CIMS. Specifically, in mathematics even though there has been significant progress, overall students are below standard. While ELA has experienced growth in all areas, English Learner students need to make progress towards meeting or exceeding standards.

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

There are no major differences between the intended implementation and/or budgeted expenses.

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

Goals 1 and Goal 2 have been standard goals for the last five years. CAST testing results will be documented on the California Dashboard, therefore, Science has been added as a goal. Both goals are needed to increase proficiency so all students and subgroups make progress.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Academic Engagement
School Goal #2: Increase student engagement by providing a variety of instructional programs that allow students to access a broad course of study which will enhance their opportunity to explore college and career, meet A-G requirements, and participate in a curriculum that increases student attendance and interaction.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

District Goal # 1: The Victor Valley Union High School District will provide a rich academic program grounded in equity-based practices with measurable impact on middle and high school success indicators.

District Goal #2: The Victor Valley Union High School District will provide a safe learning environment that supports a positive school climate for students and staff with high levels of community engagement.

District Goal #3: The Victor Valley Union High School District will provide clean campuses, access to technology, sufficient instructional materials and appropriately credentialed teachers at all school sites.

Identified Need

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

An identified need is in the area of AP scores and increasing the rigor. There was a decrease of 10% in the passage rates from the 2021/2022 school year.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2024/2025 Suspension Rate	12 total suspensions (as of May 6, 2025.)	Maintain suspension rate 2024/2025 or reduce by 10 from 2022/2023 school year
2024/2025 Attendance Rate	95.6% Attendance (as of February 2025)	Increase attendance rate 97%
2024/2025 CIMS Graduation Rate	100%	Maintain
2024 AP Scores	2023 54% scored 3+ in 2024 decreased to 41.08%	Increase at least 10% to 42% scoring 3+

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	02-01. SCHOOL-WIDE STRATEGY AND PROFESSIONAL DEVELOPMENT	All Students	6320 Title I 1000-1999: Certificated Personnel Salaries

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	A. All students will have extra/co-curricular activities accessible to them, including Academic Pentathlon and Academic Decathlon, and materials available for teams to attend competitions. B. All students will have access to be involved in clubs to promote a well-rounded educational experience. C. To provide well-rounded quality education, programs like Mock Trial, History Day, Science Fair, Military Science, Senior Transition, and AVID should be allocated resources and professional development to support ancillary services such as transportation and other expenses to attend events. D. To purchase various instructional materials to supplement base funding, including but not limited to school planners, technology equipment, white paper, colored paper, toner for school printers, lined paper, pencils, markers, staplers, scissors, graphing paper, pens, glue, binders, dividers, sticky notes posters or other like instructional material for student projects, printed reports and activities and other materials to enhance student achievement. E. CIMS library will help provide a well-rounded education by purchasing current books, magazine subscriptions, literature, etc., to improve academic achievement. Students in the library will have access to technology (computer and printer) to create presentations and projects that support classroom instruction. CIMS will also partially fund the District Librarian position and site Library Technician. F. Certificated staff will attend training that supports student learning/engagement, standards instruction through evidence-based instructional strategies, etc., to support meaningful professional development to improve the academic achievement of all students in mathematics. (WASC Critical Area #2) G. Continued professional development in district-adopted materials, i.e., Carnegie and Go Math! H. Weekly Collaboration meetings (either teacher-directed or admin-directed) will occur every Wednesday to discuss best practices, analyze data, develop common formative assessments, and align supplementary curricular materials to improve student achievement. (WASC Critical Area #1) I. Teachers will know all students labeled EL within their classes and school site. Each department will monitor these students and plan and develop		02-01 SCHOOL-WIDE & PRO DEV: Substitutes & Extra Duty [LCAP GOALS 01, 02 & 03] 5000 Title I 4000-4999: Books And Supplies 02-01. LIBRARY: Supplemental Materials [LCAP GOALS 01, 02 & 03] 11556 Title I 4000-4999: Books And Supplies 02-01. SCHOOL-WIDE & PRO DEV: : Supplemental Materials [LCAP GOALS 01, 02 & 03] 10000 Title I 5000-5999: Services And Other Operating Expenditures 02-01. SCHOOL-WIDE: Outside Services [LCAP GOALS 01, 02 & 03] 18665 Title I 5000-5999: Services And Other Operating Expenditures 02-01. PRO DEV: Outside Services [LCAP GOALS 01, 02 & 03]

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	school-wide SDAIE strategies to support these students in all academics. J. To ensure that students graduate on time, CIMS will offer after-school APEX and Acellus credit recovery programs. K. School will purchase EdPuzzle Pro, Kahoot, PLT4M, Remind, Screencastify, and purchase a program to build character (Character Strong). (WASC Critical Area #5) L. CIMS administration and counselors will be trained and implement EduCLIMBER and use the platform to pull schoolwide data to improve student achievement, attendance, and social-emotional well-being.		
2.2	02-02. COUNSELING & MENTORING A. Continue to provide students mentoring and support through the counseling department that, includes: a. Individual academic counseling b. SST Meetings/504 Plans c. Specialized counseling groups (CIMS counselors and outside agencies) d. Resource referrals to students and parents e. Early college, Dual Enrollment courses, and career counseling f. MTSS, PBIS Supports, Academic Probation Supports, Credit Recovery through APEX and Acellus g. Implement CCGI for grades 7-12 to prepare students for careers, college, and beyond. B. Dual Enrollment with Victor Valley College (VVC) offers students various courses to obtain high school and VVC academic credit. CIMS will explore a dual enrollment partnership with CSUSB. C. Bridge Program-Enroll at least 90% of seniors to foster a transition from high school graduation to Community College students. D. Counseling Staff regularly monitors and meets with parents and students to discuss graduation requirements and A-G progress. CCGI will be implemented for all 7-12 grade students to prepare students for the transition to college and career goals. E. Counselors, supported by the College and Career Technician, will organize various student college events, training, workshops, FAFSA Cal State one-on-one support, educational study trips, and bring in multiple presenters to discuss financial aid, college entrance, etc.	All Students	208066 General Fund 1000-1999: Certificated Personnel Salaries 02-02 COUNSELING: Counselor High School #2 (H) 43161 General Fund 2000-2999: Classified Personnel Salaries 02-02 COUNSELING: College/Career Technician (F) 500 Title I 4000-4999: Books And Supplies 02-02 COUNSELING: Supplies 1000 Title I 5000-5999: Services And Other Operating Expenditures 02-02 COUNSELING: Outside Services 154627 General Fund 1000-1999: Certificated Personnel Salaries 02-02 COUNSELING: Counselor Middle School (H)

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	F. College & Career Center will purchase relevant instructional supplies to support college and career readiness and presentations. G. Provide needed technology for additional staff and student access to dual enrollment/college & career web-based resources. H. Counseling with work with students to provide opportunities to complete the District goal of at least 80% A-G completion rate.		
2.3	02-03. ELECTIVES A. Provide students and teachers with professional tools, equipment, and materials, including maintenance and repair, to facilitate a well-rounded education. Manipulatives (examples may include, but are not limited to: wooden sticks, sheet protectors, dry-erase markers, plastic bags, etc.) can be purchased and utilized to increase student engagement. (cleaning kits, strings, repair kits, etc.) B. Provide students with field study opportunities and provide teachers with subject-specific professional development opportunities to facilitate growth and cultural experiences (i.e., Chicano/Latino Youth Conference, Teacher Clarity, etc.). C. Increase student access to A-G-approved courses in the E, F, & G areas for UCOP. D. World Languages wants to recognize and celebrate students' cultural backgrounds through various activities (cultural day, Restaurante Internacional, etc.). (WASC Critical Area #4) E. Investigate additional software and hands-on activities to support reading, writing, and further understanding of Arts, Visual and Performing Arts, and Other Elective concepts (Computers in foreign language). F. Investigate additional software and hands-on activities to support reading and writing. G. Provide support for Cadet Corp to supplement the purchase of equipment and curriculum requirements. H. Electives teachers will offer tutoring to support instruction to all students, especially our at-risk students. I. Implement and establish a solid academic transitional program that prepares middle school students for the completion of the 9th grade and	All Students	3191 Title I 4000-4999: Books And Supplies 02-03 FINE ARTS: Supplemental Materials 2640 Title I 5000-5999: Services And Other Operating Expenditures 02-03 FINE ARTS: Outside Services 3000 Title I 1000-1999: Certificated Personnel Salaries 02-03 FOREIGN LANG TUTORING : Extra Duty 2000 Title I 4000-4999: Books And Supplies 02-03 FOREIGN LANG: Supplemental Materials 1472 Title I 4000-4999: Books And Supplies 02-03 FOREIGN LANG: Outside Services 1000 Title I 1000-1999: Certificated Personnel Salaries 02-03 PE DEPT: Extra Duty (J)

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	graduation: Provide 7th-grade summer orientation for incoming 7th graders and continue providing a college/Link Crew advisor for 8th through 12th grades (Title 1 and General Fund). J. Offer tutoring hours for the PE department to help students meet A-G and graduation requirements. Additionally, purchase sex education consumables to support instruction.		
2.4	02-04. ADVANCED PLACEMENT (WASC Critical Area #4) A. Monthly collaboration meetings (either after school or during teacher collaboration days) to discuss best practices, disaggregate data and provide professional development opportunities. (SEE GOAL 02-01 FOR FUNDING) B. Targeted after-school tutoring opportunities for AP students designed for test preparation and geared towards strengthening student preparation of coursework. C. Individual and group data chat by discussing the last three years of AP scores. Strengths and areas of growth. SMART goals will then be established and reviewed throughout the year. D. Provide Advanced Placement (AP) teachers access to professional development to increase student equitable access to rigorous curriculum. (WASC Critical Area #2) (SEE GOAL 02-01 FOR FUNDING) E. AP teachers will be encouraged to become AP graders. This strategy will help our AP teachers understand how AP grading works, and they will be able to bring this knowledge back to CIMS AP teachers. F. Purchase materials and curriculum that support and enrich AP coursework. G. Send new and veteran certificated teachers to AP training.	All Students	2000 Title I 1000-1999: Certificated Personnel Salaries 02-04. ADVANCED PLACEMENT: Extra Duty 2000 Title I 4000-4999: Books And Supplies 02-04. ADVANCED PLACEMENT: Supplemental Materials
2.5	02-05. SCHOOL-WIDE STRATEGIES AND INTERVENTIONS A. Tier 1 Interventions: CIMS teachers will provide daily engagement and interventions between the hours of 8:30 to 3:16. Teachers will engage in outreach to students/families through a variety of communication modalities including, but not limited to: email, phone calls, Remind, parent/teacher meetings, Canvas, Google Meets, etc. to help mitigate the potential learning loss, staff will offer remediation through a variety of means including,	Foster Youth, Homeless, English Learners, Special Education, and At-Risk Students.	1000 Title I 1000-1999: Certificated Personnel Salaries 02-05 Certificated Extra Duty 1000 Title I 4000-4999: Books And Supplies 02-05 Supplies and Materials

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	but not limited to Office Hours, tutoring, etc. Staff members can refer families to Harvey Mudd Homework Hotline for additional support in Math and Science. Identified students will be given a mentor who will check in with students weekly to check their social-emotional health and provide any other needed support or guidance. Students in grades 7-9 who enroll in the after-school ASES program, run by Action Youth of America, provide homework help for students in the program. Additionally, the ASES program will run a 1-hour pilot to provide homework help from 7:15 AM to 8:15 AM. B.Tier II Interventions: CIMS will run after-school interventions between the hours of 3:30 to 4:30 to support English and Mathematics with staff and peer tutors. Tier II interventions are geared towards our identified student needs and students who demonstrate poor academic performance. The site administration and counselors will set up in-person, Google Meets, and/or phone conferences with identified needs to provide additional support. Referrals for counseling, 504's, SSTs, and special education can be initiated. During Tier II interventions, office staff and the administration will schedule attendance conferences, schedule home visits, refer families to SARB and log those efforts in Aeries visitations. C. Targeted interventions will occur, including: EL--Levels 1 & 2: Using ELPAC data, identify the lowest-scoring domain (R/W/L/S) and support their challenge area, including homework assistance. Spec. Edu: 2xs a week small group interventions to students who have accommodations Foster Youth/Homeless & Student with Connectivity Issue: Provide small cohort groups to provide computer media lab access for students to work on homework and/or project. Social-Emotional Support: Counselors to target at-risk populations, including potential non-grads, students experiencing anxiety, and those who are academically underperforming to small cohort groups to address targeted concerns Mental Health Clinician: Can support students with targeted Tier II interventions, such as small groups, individual sessions, and parent and student training. D. Tier III Interventions: At the district level, information about the various district, community, and county resources will be maintained and distributed to sites and families. When necessary, district-level staff will supplement site engagement and intervention efforts with home visits, meeting with the Director of Student Services, checking Cal-Pads for other school enrollment, contacting emergency contacts, or		1000 Title I 5000-5999: Services And Other Operating Expenditures 02-05 Outside Contracts and Services

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	referrals to other programs and/or resources. In addition to supporting and/or supplementing site engagement and outreach efforts, district-level staff will coordinate and facilitate SARB twice a month, excluding holidays and breaks. As a check-and-balance, district staff will also run and review weekly districtwide reports of students with three or more days of absences as a safeguard for any students missing from the site's referrals to SARB. The district provides district-wide subject-specific support from 4-6 p.m., Monday - Thursday, for students who need additional support beyond site tutoring. VVUHSD will give every student access to 24/7 homework help with Tutoring so families and students can get unlimited real-time help when needed. (FEV Tutoring). Mental Health clinicians will also provide Tier III support to selected students and refer students who need additional support beyond CIMS. E. Tier IV: CIMS will collaborate with the Academic Success Coach assigned by the FEV tutor to create an intensive instructional after-school program for targeted students. FEV Tutor will help site administration disaggregate student data using the universal screening data from the Renaissance Learning STAR program to identify students who are at least 3-grade levels below in reading and math which will be invited to the intensive learning program. CIMS administration will meet monthly with the Academic Support Specialist to discuss student progress and future plans for FEV.		
2.6	02-06 Visual and Performing Arts (VAPA) Prop 28 A. Continue to support a MS Digital Arts program for the Electives Wheel. Approximately 40 tablets and pens will need to be purchased for the new class. Sketchbooks may be purchased to support the class. The teacher's .4 salary may be paid for out of Prop 28 as well as the equipment. In addition, the purchase of digital cameras to support the class. B. Investigate and hire a shared VAPA teacher with a nearby school to implement new VAPA courses which may include: digital music production, advanced piano, and/or jazz band. Teachers may be required to teach on their prep to support new courses. These courses could be incorporated into the master schedule and supported by current VAPA teachers or teachers teaching on their prep. C. For the 2024/2025 school year, Teacher A will no longer teach the yearbook; instead, CIMS is looking to continue to support 1 or 2 sections of MS Digital Arts to our Electives Wheel during the 25/26 school year. CIMS plans to continue to support this class.	All Students	100000 Prop 28 1000-1999: Certificated Personnel Salaries 02-06 Certificated Salary 51914 Prop 28 4000-4999: Books And Supplies 02-06 Supplies and Materials 20000 Prop 28 5000-5999: Services And Other Operating Expenditures 02-05 Outside Contracts and Services

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	D. For the 2025/2026 school year, CIMS will continue to build an Advanced Drama/Stagecraft class for 10th - 12th grade students. This would receive Fine Arts credit and is a one-year course. Investigate and possibly purchase a temperature-controlled Connex box to support materials.		

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

CIMS has significantly reduced its suspension rate from 22 suspension to 7 suspension in the 23/24 school year. However in 24/25 CIMS increased to 11 suspensions as of March. CIMS should find different ways to engage students in school to increase the overall attendance.

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

Continued implementation of Link Crew to maintain a lower suspension rate to improve school and connectedness of Middle School students.

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

CIMS received Prop 28 funds to support VAPA, therefore our action steps was added to the SPSA. New VAPA courses will be offered at CIMS, in addition, new technologies and supplies will be purchased to support the programs. The new courses will provide students with a variety of electives to mee their needs. The addition can be found in Goal 2.6. The courses will be evaluated by student enrollment, and grades received to help determine if the courses will continue.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

School Conditions and Climate
School Goal #3: It is the goal of CIMS to provide a positive school climate/culture that is conducive for student learning, supportive of family needs and institute policies that promote the welfare of all students and staff.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

District Goal # 2: The Victor Valley Union High School District will provide a safe learning environment that supports a positive school climate for students and staff with high levels of community engagement.

Identified Need

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

Comparing the Fall 2023 Panorama CORE Student Climate Survey to the Fall 2024 CORE Student Climate Survey, CIMS experienced some growth and some areas of strength.
*Knowledge and Fairness of Discipline, Rules, and Norms: 2024/2025 62% 2023/2024 71% 2022/2023 80%
*Valuing of ELA and Math: 2024/2025 83% 2023/2024 82% 2022/2023 78%
*Climate of Support for Academic Learning: 2024/2025 82% 2023/2024 78% 2022/2023 75%
*Safety: 2024/2025 72% 2023/2024 70% 2022/2023 67%
*Sense of Belonging (School Connectedness): 2024/2025 67% 2023/2024 60% 2022/2023 58%
*Teacher-Student Relationships: 2024/2025 49% 2023/2024 47% 2022/2023 49%
*TechEd 58% (newly added to the survey)

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Panorama Student Well-being	Fall 2023 Survey Indicated: *Supportive Relationships: 85% *Positive Feelings: 58% *Challenging Feelings: 55%	Supportive relationships will maintain or increase; Positive Feelings and Challenging Feeling will increase by at least 10%
Panorama CORE Student SEL Survey Survey	Fall 2023 Survey Indicated: *Self-Management: 73% *Growth Mindset: 71% *Social Awareness: 66% *Self-Efficacy: 55%	Increase each area by 5%: Self Efficacy should increase by 10%
Panorama CORE Student Climate Survey	Fall 2023 Survey Indicated: *Knowledge and Fairness of Discipline, Rules, and Norms: 62% *Valuing of ELA & Math: 83% *Climate of Support for Academic Learning: 82% *Safety: 72%	Increase each area by 5%; Sense of Belonging & Teacher Student Relationships should increase by 10%

	*Sense of Belonging (School Connectedness): 67% *Teacher-Student Relationships: 49% *TechEd: 58% (first time on the survey)	
VVUHSD CIMS 2024/2025 Suspension Rate	11 total suspensions (as of April 2025)	Decrease total suspension by 10%
VVUHSD CIMS 2024/2025 Attendance Rate	95.6% Attendance (as of February 2025)	Increase attendance rate 97%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	03-01. MTSS, PBIS & SOCIO-EMOTIONAL LEARNING A. Investigate and purchase materials/manipulatives that increase/support school culture and climate in both academic and non-academic fields. (Support MTSS Implementation) B. Implement MTSS, incorporating RTI, PBIS, and social-emotional learning. VVUHSD has hired a social worker to Support Tier III (MTSS) Mental Health Services. C. Attend professional development that supports MTSS and its various components. (SEE GOAL 02-01 FOR FUNDING) D. Positive Behavior Intervention and Supports (PBIS), Tier 1, will be implemented with fidelity. Tier II implementation will be initiated with the goal of at least 70% school-wide implementation to apply for Silver status. Silver status was obtained during the 22/23 school year, with a new goal of gold status in the 24/25 school year. E. Monitor academic and student behavior through data and report monitoring through Aeries and 5 Star Students with PBIS. Using 5 Star with fidelity will provide data for student involvement in CIMS events (WASC Critical Area #4) F. Create a Cougar Pride culture by using expectations posters/signs, murals, assemblies, staff development, and incentives. G. Have the team or key members attend comprehensive professional development that fosters the growth of PBIS. H. Through community collaboration, our school will provide after-school learning experiences through our ASES after-school program that develops students' academic, social, emotional, and physical needs and interests of students;	All Students	5000 Title I 4000-4999: Books And Supplies 03-01. Supplemental Materials **No Awards Certificates*** 5000 Title I 5000-5999: Services And Other Operating Expenditures 03-01. Outside Services 4728 After School and Education Safety (ASES) 4000-4999: Books And Supplies 03-01. ASES: Supplies (H) 142604 After School and Education Safety (ASES) 5000-5999: Services And Other Operating Expenditures 03-01 ASES: Outside Services (H) 3595 After School and Education Safety (ASES) 7000-7439: Other Outgo 03-01. ASES: District Services (H)

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	through hands-on, engaging, student-centered, results-driven learning activities that complement learning activities in the regular school day. I. A2A will continue to be used to monitor the attendance of all students. Letters will be generated (truancy, excessive excused, tardies, attendance conferences) to communicate to families the importance of regular student attendance. The school will follow progressive measures to monitor student attendance, including but not limited to pre-SARB (SART) referrals, SARB referrals, and District Attorney referrals. J. SAP (Student Assistant Program) Desert Mountain Children's Center-- a portion of SELPA to provide counseling groups to include anxiety and other socio-emotional issues. L. To ensure the safety of all students and staff, CIMS will purchase additional supplies for the Verkada system. M. The mental health clinician will provide additional social-emotional support, small groups, and individual counseling to support students. They will also offer SEL training for parents and staff alike. N. Purchase curriculum, & submit Title I expenditure for .2 staffing for Link Crew leader and class to support middle school transition and provide SEL support to students. Additionally, provide the instructor an opportunity to attend official Link Crew Training. O. A Link Crew course was implemented in 2023 because of Panorama data and the need to establish better relationships between staff and students. The data also indicates a need to improve the culture and climate on campus. Link Crew provides weekly lunch activities to middle school students during lunch. In addition, activities are provided for after-school support. Link Crew must build its resources to provide instructional materials. (These may include but are not limited to sporting equipment, professional development, books, etc.) P. WASC Critical Area #4 indicated a need to celebrate students outside of academic achievement to promote a positive school culture. In 2024, Link Crew will conduct at least 2 student assemblies. Q. CIMS will partner with IEHP to get students' health navigators to connect students (families) to all healthcare needs.		

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	R. CIMS will intentionally work to create events specifically to support the African American population to increase a sense of belonging. S. CIMS will create an African American student voice group to address concerns from the 24/25 AA listening sessions. Protocols and procedures may be developed to support all students.		
3.2	03-02. PARENT ENGAGEMENT A. Family Engagement Liaison (FEL) will conduct family engagement events which include school safety/safe learning environment and support a positive school climate. The FEL is a site-funded position. B. Parental Involvement and student academic success by providing parent volunteer space and helping assist with their students. C. To foster more positive relationships with community and academic partnerships, the FEL will coordinate with various entities to increase academic performance and motivation and promote a college and career-going culture with our students through activities such as job shadowing, mentoring, college and business field trips, Academic Decathlon/Pentathlon/Mock Trial, etc. translation services when available. D. E. The FEL will create and publish a weekly Newsletter to families to discuss upcoming events. E. Throughout the year, the FEL will survey parents to conduct a needs assessment of the support and training desired. F. The FEL will communicate with families via email, school messenger, social media, marquee, and other mediums to provide social and academic support. G. CIMS and the FEL center will host events, such as Coffee with the Principal, Donuts with Dad, and other events, to increase parent participation. Translation services and refreshments will be provided. H. College and Career Tech to host events for parents designed to increase awareness around college admissions, financial aid, and scholarships. I. College and Career Tech will update the Career section of the website to include information that assists not only students but parents alike.	All Students	0 Title I 2000-2999: Classified Personnel Salaries 03-02 Family Engagement Liaison 100% 1000 Title I 2000-2999: Classified Personnel Salaries 03-02 PARENT ENGAGEMENT: FEL Extra Duty 3727 Title I 4000-4999: Books And Supplies 03-02 PARENT ENGAGEMENT/CENTER: Supplemental Materials***no office supplies 1000 Title I 5000-5999: Services And Other Operating Expenditures 03-02 PARENT ENGAGEMENT: Outside Services

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	J. CIMS will explore opportunities to partner with organizations to provide culturally relevant training to our African American families.		
3.3	03-03. STUDENT SUPPORTS A. Enhance after-school interventions and Weekend School as an alternative to suspension, attendance, intervention, and tutoring. B. Continue development and implementation of the Anti Bullying Program for grades 7th through 12th students using assemblies and other community resources.	All Students	5000 Title I 1000-1999: Certificated Personnel Salaries 03-03. WEEKEND SCHOOL: Extra Duty 500 Title I 4000-4999: Books And Supplies 03-03. STUDENT SUPPORTS: Supplemental Instructional Materials 500 Title I 5000-5999: Services And Other Operating Expenditures 03-03. STUDENT SUPPORTS: Outside Services
3.4	03-04. ENGLISH DEPARTMENT A. Provide student access to academic enrichment educational activities (i.e. educational study trips to the museum and theater etc.) to facilitate a well-rounded student educational experience. (SEE GOAL 02-01 FOR FUNDING)	All Students	2680 Title I 4000-4999: Books And Supplies 03-04 ENGLISH DEPT: Supplemental Materials
3.5	03-05. SCHOOL SAFETY A. Complete review of district-wide/school site safety plan and adjust for new staff. B. Conduct student and staff training on all drills with fidelity. C. Conduct a Williams Compliance visit to ensure all classroom meets Williams standards and are safe for students and staff. D. CIMS will include parent stakeholders on the safety committee E. Provide funding for the safety committee to attend professional development and purchase needed safety supplies. (SEE GOAL 02-01 FOR FUNDING)	All Students	1000 Title I 4000-4999: Books And Supplies 03-05 SCHOOL SAFETY: Supplemental Materials 1000 Title I 5000-5999: Services And Other Operating Expenditures 03-05 SCHOOL SAFETY: Outside Services
3.6	03-06. STUDENT WELLNESS A. In an effort to foster more positive relationships the counseling department will offer ongoing	All Students with a focus on at promise	1000 Title I 1000-1999: Certificated Personnel Salaries

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	student support services to encourage a safe environment. PBIS recognition will also be utilized to increase academic performance and promote a college-going culture. B. 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. C. College and Career Technician will invite various colleges to present to students and parents information on college (admission requirements, cost, academic focus, etc.) D. 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. E. Professional Development: Attend training as they become available to address the use of evidence-based curriculum, social-emotional learning, and interventions. (WASC Critical Area #5) (SEE GOAL 02-01 FOR FUNDING) F. In 2023 CIMS administration implemented a student voice group to hear the concerns and where students felt supported. This group will be continued throughout the 2024/2025 school year. (WASC Critical Area #5)		03-06. STUDENT WELLNESS: Subs 1000 Title I 4000-4999: Books And Supplies 03-06. STUDENT WELLNESS: Supplemental Instructional Materials 1000 Title I 5000-5999: Services And Other Operating Expenditures 03-06 STUDENT WELLNESS: Outside Services

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

CIMS has significantly reduced its suspension rate from 22 suspensions to 7 suspensions in the 23/24 school year, however, in 24/25 there was a slight increase from 7 suspensions to 11 suspensions as of April 2025. The attendance rate decreased overall and CIMS should find different ways to engage students in school to increase the overall attendance. The Panorama data indicates that CIMS must focus on student/teacher relationships, creating a sense of belonging, and knowledge of fairness of discipline, rules, and Norms, in addition to TechEd.

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

Continued implementation of Link Crew to maintain a lower suspension rate and increase student engagement.

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

No significant changes will be made to this goal for the 2025/2026 school year.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.8			
4.12			

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
5.1			
5.2			
5.5			
5.7			

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$260807
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$989,502.00
Total Federal Funds Provided to the School from the LEA for CSI	$0.00

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation ($)
Title I	$260,807.00

Subtotal of additional federal funds included for this school: $260,807.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
After School and Education Safety (ASES)	$150,927.00
General Fund	$405,854.00
Prop 28	$171,914.00

Subtotal of state or local funds included for this school: $728,695.00

Total of federal, state, and/or local funds for this school: $989,502.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	439607	178,800.00
After School and Education Safety (ASES)	71895	-79,032.00
Low Performing Student Block Grant	2430.59	2,430.59

Expenditures by Funding Source

Funding Source	Amount
After School and Education Safety (ASES)	150,927.00
General Fund	405,854.00
Prop 28	171,914.00
Title I	260,807.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	524,013.00
2000-2999: Classified Personnel Salaries	104,861.00
4000-4999: Books And Supplies	126,182.00
5000-5999: Services And Other Operating Expenditures	230,851.00
7000-7439: Other Outgo	3,595.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	After School and Education Safety (ASES)	4,728.00
5000-5999: Services And Other Operating Expenditures	After School and Education Safety (ASES)	142,604.00
7000-7439: Other Outgo	After School and Education Safety (ASES)	3,595.00
1000-1999: Certificated Personnel Salaries	General Fund	362,693.00
2000-2999: Classified Personnel Salaries	General Fund	43,161.00

1000-1999: Certificated Personnel Salaries	Prop 28	100,000.00
4000-4999: Books And Supplies	Prop 28	51,914.00
5000-5999: Services And Other Operating Expenditures	Prop 28	20,000.00
1000-1999: Certificated Personnel Salaries	Title I	61,320.00
2000-2999: Classified Personnel Salaries	Title I	61,700.00
4000-4999: Books And Supplies	Title I	69,540.00
5000-5999: Services And Other Operating Expenditures	Title I	68,247.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	158,056.00
Goal 2	651,112.00
Goal 3	180,334.00

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:

1 School Principal

4 Classroom Teachers

2 Other School Staff

4 Parent or Community Members

3 Secondary Students

Name of Members	Role
Dr. Clarissa M. McNally	Principal
Davis Battle	Secondary Student
Veronica Cueva, Alternate	Principal
Klaire Hernandez	Secondary Student
Geovanni Aparicio	Secondary Student
Sarah Boling, Alternate	Classroom Teacher
Khara Todd	Parent or Community Member
Williams Lamas, DAC Rep	Parent or Community Member
Maria Lopez	Parent or Community Member
Raul Saldana	Parent or Community Member
Marco Gonzalez	Classroom Teacher
Henry Citarella	Classroom Teacher
Jared Nichols, Parliamentarian	Classroom Teacher
Mandy Oakes	Classroom Teacher
Angela Espinoza	Other School Staff
Diallo Kahin	Other School Staff
Kassandra Valdez	Secondary Student
Chancellor Umberson, Alternate	Secondary Student
Carolina Navarro, Alternate	Parent or Community Member
Melissa Baltierra, Alternate	Other School Staff

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 expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 9, 2025.

Attested:

Principal, Clarissa M. McNally, Ed.D. on 5/9/2025

SSC Chairperson, Khara Todd on 5/9/2025

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

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

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:
Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.
A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:
   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
      1. The comprehensive needs assessment of the entire school shall:
         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
            i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:
   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
   B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. Strategies to improve students' skills outside the academic subject areas;
        ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
    1. Ensure that those students' difficulties are identified on a timely basis; and
    2. Provide sufficient information on which to base effective assistance to those students.
G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

Updated by the California Department of Education, October 2023