

# Cecil Avenue Math & Science Academy

## 2023-2024 School Accountability Report Card

(Published During the 2024-2025 School Year)

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

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

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### DataQuest



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

#### California School Dashboard



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

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

<b>Admission Requirements for the University of California (UC)</b>	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

2024-25 School Contact Information	
<b>School Name</b>	Cecil Avenue Math & Science Academy
<b>Street</b>	1430 Cecil Avenue
<b>City, State, Zip</b>	Delano, CA 93215-1444
<b>Phone Number</b>	(661) 721-5030
<b>Principal</b>	Lionel Reyna
<b>Email Address</b>	LReyna@duesd.org
<b>School Website</b>	<a href="https://www.duesd.org/cecil">https://www.duesd.org/cecil</a>
<b>Grade Span</b>	6-8
<b>County-District-School (CDS) Code</b>	15634046009351

2024-25 District Contact Information	
<b>District Name</b>	Cecil Avenue Math and Science Academy
<b>Phone Number</b>	(661) 721-5000
<b>Superintendent</b>	Mrs. Rosalina Rivera
<b>Email Address</b>	rrivera@duesd.org
<b>District Website</b>	<a href="http://www.duesd.org">www.duesd.org</a>

2024-25 School Description and Mission Statement
<p>School Description: Cecil Avenue Math and Science Academy (CAMSA), "Home of the Patriots", is one of four middle schools in the Delano Union Elementary School District. Cecil Avenue serves 6th, 7th, and 8th grade students. Students come to Cecil Avenue from feeder schools in the district. The bulk of our students arrive to us via Princeton Elementary, Terrace Elementary, and Del Vista Math and Science Academy.</p> <p>VISION</p>

2024-25 School Description and Mission Statement

We are a learning community of educators that holds integrity and excellence as our core values. We are serving families that have entrusted their children to us. We will be deserving of that trust. We will be excellent role models; we will be highly skilled practitioners; and we will be dedicated and proactive in meeting the personal and academic needs of our students and their families. We embrace our responsibility to serve the community and we define our personal success in terms of the success of our students.

MISSION

Our students will recognize and develop their talents, know that they are valued, and will experience success through a world-class education. Our students will acquire a strong foundation for their future college and career endeavors.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	167
Grade 7	203
Grade 8	239
Total Enrollment	609

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.4
Male	51.6
American Indian or Alaska Native	0.2
Asian	0.3
Black or African American	0.3
Filipino	7.7
Hispanic or Latino	89.5
Two or More Races	0.3
White	1.3
English Learners	32.8
Foster Youth	0.5
Homeless	0.8
Migrant	5.4
Socioeconomically Disadvantaged	93.9
Students with Disabilities	6.4

A. Conditions of Learning

State Priority: Basic

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

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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	17.50	65.25	235.40	82.31	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	1.00	3.72	8.00	2.80	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	4.00	14.90	21.30	7.46	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.00	3.72	3.60	1.28	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	3.30	12.40	17.50	6.15	18854.30	6.86
<b>Total Teaching Positions</b>	26.80	100.00	286.00	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	17.50	58.69	254.00	78.24	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	3.10	10.59	11.10	3.44	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2.00	6.70	22.60	6.98	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.00	3.35	6.60	2.05	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	6.10	20.64	30.10	9.29	15831.90	5.67
<b>Total Teaching Positions</b>	29.80	100.00	324.70	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	22.60	78.39	258.90	83.18	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	0.50	1.73	8.90	2.89	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	3.20	11.29	24.50	7.89	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	0.00	0.00	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	2.40	8.56	18.70	6.03	14303.80	5.15
<b>Total Teaching Positions</b>	28.80	100.00	311.20	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
<b>Permits and Waivers</b>	1.00	1.00	0.9
<b>Misassignments</b>	3.00	1.00	2.2
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	4.00	2.00	3.2

### Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	1.00	0
<b>Local Assignment Options</b>	1.00	0.00	0
<b>Total Out-of-Field Teachers</b>	1.00	1.00	0

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	9.80	3.8	5.2
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	17.90	0.6	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Cecil Avenue Math and Science Academy adopted: McGraw Hill's "California Math: Your Common Core Edition" during the 2015-2016 school year for Mathematics, McGraw Hill's "StudySync" for reading and Language Arts during the 2016-2017 school year, TCI History Alive during the 2018-2019 school year, and IQWST CA Integrated Edition- Activate (2018) during the 2020-2021 school year.

Year and month in which the data were collected

September 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	English-Language Arts Grades 6-8: McGraw Hill - StudySync - 2016	Yes	0
<b>Mathematics</b>	Mathematics Grades 6-8: McGraw Hill- California Math: Your Common Core Edition- 2015	Yes	0
<b>Science</b>	IQWST CA Integrated Edition 6th-8th Grade - Activate (2018)	Yes	0
<b>History-Social Science</b>	6th Grade History: History Alive! The Ancient World- TCI (2017) 7th Grade History: History Alive! The Medieval World and Beyond-TCI (2017) 8th Grade History: History Alive! The United States Through Industrialism TCI (2017)	Yes	0

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

## School Facility Conditions and Planned Improvements

Cecil Avenue Math and Science Academy was originally built in 1934. The school has a total of 31 classrooms (28 permanent and 3 portable), an auditorium, a library/resource building, two fitness labs, a cafeteria, a gym, and an administration building. The District takes great efforts to ensure that all schools are clean, safe, and functional. All bathrooms, classrooms, and offices are cleaned daily. Students are encouraged to help keep the campus clean by recycling. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process called IncidentIQ" is used to ensure efficient service and that emergency repairs are given the highest priority.

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report				8/2024
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			



B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

The CAASPP System encompasses the following assessments and student participation requirements:

- 1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	38	40	42	47	46	47
Mathematics (grades 3-8 and 11)	19	22	30	33	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	612	602	98.37	1.63	40.03
Female	297	293	98.65	1.35	45.73
Male	315	309	98.10	1.90	34.63
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	47	47	100.00	0.00	61.70
Hispanic or Latino	549	541	98.54	1.46	38.08
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	198	188	94.95	5.05	5.85
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	575	569	98.96	1.04	39.02
Students Receiving Migrant Education Services	32	32	100.00	0.00	31.25
Students with Disabilities	37	37	100.00	0.00	8.11

### 2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	613	610	99.51	0.49	21.64
Female	298	296	99.33	0.67	24.66
Male	315	314	99.68	0.32	18.79
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	47	47	100.00	0.00	40.43
Hispanic or Latino	550	547	99.45	0.55	19.93
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	199	196	98.49	1.51	2.04
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	575	574	99.83	0.17	20.38
Students Receiving Migrant Education Services	32	32	100.00	0.00	21.88
Students with Disabilities	37	37	100.00	0.00	2.70

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	18.26	12.88	26.05	26.61	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	237	233	98.31	1.69	12.88
Female	117	114	97.44	2.56	13.16
Male	120	119	99.17	0.83	12.61
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	22	22	100.00	0.00	40.91
Hispanic or Latino	205	201	98.05	1.95	9.95
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	78	76	97.44	2.56	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	228	225	98.68	1.32	12.44
Students Receiving Migrant Education Services	21	20	95.24	4.76	5.00
Students with Disabilities	15	15	100.00	0.00	0.00

**B. Pupil Outcomes**

**State Priority: Other Pupil Outcomes**

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.					
Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	99.5	99.5	99.5	99.5	99.5

**C. Engagement**

**State Priority: Parental Involvement**

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement
<p>Cecil Avenue Math and Science Academy offers a variety of opportunities for parents to be involved with their students on and off campus. We have a School Site Council and English Language Learner Advisory Council that meet at least six times a year. Parents are encouraged to attend and participate in discussions involving curriculum, instruction, parent involvement, etc. We also hold an annual Back to School Night at the beginning of the year and parent-teacher conferences during the first semester for parents as an opportunity to meet one-on-one with teachers in person to discuss their child's academic progress. Parents can also view their child's grades and academic progress through the online Aeries Parent Portal and Google Classroom. This empowers the parents and allows them to track their child's educational progress in real-time. Teachers are encouraged to update their gradebooks every two weeks so parents can view their child's progress, and set up teacher conferences as needed. In addition, we will also invite our parents to participate in nonacademic activities such as parent ed. night, parent university, awards programs, paint nights, school carnivals, and paint night. With the various events happening throughout the school year, Cecil Avenue utilizes several resources and methods for inviting parents and reminding them about school functions such as, but not restricted to, the school's website, school marquee, Facebook page, Instagram page, Parent Square, and fliers.</p> <p>For more information about opportunities for parent involvement, please contact:</p> <p>Lionel Reyna, Principal Cecil Avenue Math and Science Academy 1430 Cecil Avenue, Delano CA (661) 721-5030</p>

2023-24 Chronic Absenteeism by Student Group				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	652	636	77	12.1
Female	311	307	36	11.7
Male	341	329	41	12.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	49	48	3	6.3
Hispanic or Latino	584	571	69	12.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	232	222	29	13.1
Foster Youth	--	--	--	--
Homeless	13	13	4	30.8
Socioeconomically Disadvantaged	614	601	74	12.3
Students Receiving Migrant Education Services	40	40	2	5.0
Students with Disabilities	41	41	4	9.8

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
3.55	7.48	5.52	1.3	1.82	2.02	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.15	0	0	0.03	0.08	0	0.07	0.08	0.07

## 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.52	0.00
Female	4.82	0.00
Male	6.16	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	5.99	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	6.03	0.00
Foster Youth	0.00	0.00
Homeless	7.69	0.00
Socioeconomically Disadvantaged	5.54	0.00
Students Receiving Migrant Education Services	5.00	0.00
Students with Disabilities	4.88	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 School Safety Plan

Student safety is a priority. Cecil Avenue employs a 2 full-time campus supervisors who patrol the school grounds before, during, and after school. In addition, Cecil Avenue has accessibility to the district's full-time School Resource Officer (SRO) who visits campus and provides site administration with support on home visits and educational discussions with students. Our



2024-25 School Safety Plan

School Resource Officer is always available for specific situations when necessary. Administration, classroom teachers, HIT Tutors, and noon-duty aides provide ongoing support for students needing help with homework and with specific behavior needs.

Detailed steps for staff to follow for all emergency situations are also included in the safety plan with safety drills continuing to be reviewed and practiced on a yearly basis. Continual improvement of school climate is also a focus of Cecil Avenue with the incorporation of our Multi-Tiered Systems of Supports (MTSS) which include positive behavior recognition, counseling, and behavior intervention to name a few. The site has an SEL/MTSS team that meets to analyze discipline and social-emotional data to become more familiar with the needs of our staff and students. In addition, Cecil Avenue utilizes 2 Academic Behavior Intervention teachers who meet with Tier 2 students throughout the week to provide behavior intervention using the Second Step Program, Ripples Effects, and other behavior-specific lessons. Cecil Avenue also utilizes a social worker who is available daily to provide support to students needing help. The plan was last approved in January 2024 by the School Site Council; this year's plan will be reviewed, updated, and discussed by January 2025.

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	16	18	
Mathematics	21	10	10	
Science	24	5	13	
Social Science	22	8	11	

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	11	29	
Mathematics	22	11	11	
Science	25	6	13	
Social Science	23	7	14	

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	18	12	0
Mathematics	24	8	10	0
Science	23	10	8	0
Social Science	23	9	9	0

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	1
Nurse	.5
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	1

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13,219.70	\$2,606.85	\$10,612.85	\$78,395.33
District	N/A	N/A	\$7,744.50	\$89,828
Percent Difference - School Site and District	N/A	N/A	31.3	-13.6
State	N/A	N/A	\$10,771	\$96,325
Percent Difference - School Site and State	N/A	N/A	-1.5	-20.5

## Fiscal Year 2023-24 Types of Services Funded

Our ASES (or POWER) after school program serves approximately 85 students daily with enrichment and intervention activities in English language arts. CAMSA's After School Intervention program is designed to help students focus on mastering fundamental mathematical operations or instilling skills for Language Development. We also have a Learning Coordinator who provides instructional support and professional development to certificated staff. In addition, CAMSA has partnered up with Project Lead the Way, PLTW, to create an automation and robotics program for our 6th - 8th grade students. This program helps the students become better acquainted with modern robotics and coding which gives them the opportunity to enroll at Bakersfield College to further pursue a degree in robotics while enrolled in high school. Lastly, part of our charter plan provides opportunities for students who qualify to participate in an accelerated math and science program.

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$58,966	\$58,553
Mid-Range Teacher Salary	\$86,610	\$93,924
Highest Teacher Salary	\$115,071	\$119,489
Average Principal Salary (Elementary)	\$134,823	\$149,898
Average Principal Salary (Middle)	\$140,218	\$157,111
Average Principal Salary (High)	\$0	\$151,698
Superintendent Salary	\$256,000	\$270,432
Percent of Budget for Teacher Salaries	29.08	31.93
Percent of Budget for Administrative Salaries	6.72	5.62

Professional Development

For the 2023-2024 school year, Cecil Avenue Math & Science Academy provided staff with professional development opportunities to help with the building of capacity, knowledge, and proficiency. Our objective was to give the staff as much support as possible as we make a solid push for high academic achievement.

Staff development and areas of focus are based on our SBAC and ELPAC data. Early in the year, departments met with site administration and resource support staff to disaggregate data and find trends and patterns that were affecting our students. Teachers were provided with structured teacher planning time (STPT) during late start days to discuss factors that determine student scores. Based on these data-driven discussions, teachers then formulate goals to address the needs of our students. Campus administrators along with resource support staff assist in guiding teachers in the creation of their action-plan to meet their data-driven goals. Two areas of focus for this year are Listening and Writing for English Language Arts and Concepts and Procedures for Math. These areas also demonstrated that two special population groups needed an extra added focus: special education students and English-Learners.

Methods of delivery for professional development come in an array of forms. The administration meets with school leadership to determine support needed. Follow-up meetings will take place throughout the year to track progress and make necessary adjustments. Subsequently, teachers will need follow-up support and more so in the area of individual mentoring by one of our campus administrators or by a district coach. In addition, support for our English Learners was addressed with our teachers by providing coaching from our district ELA coach and campus administrators. Furthermore, in the area of Math, our teachers met with our learning coordinator for a series of meetings planned to address areas of concern. Presently, teachers have been reviewing IXL and Star Assessment data to help provide instructional guidance and mentoring to our teachers in the areas of Math and English.

Teachers participated in several trainings throughout the year to help in building their professional capacity. A thinking maps training was held to refine their ability to use visual learning tools designed to enhance critical thinking and promote effective communication. Staff was also provided with Social-Emotional Learning professional development to help with applying the skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Teachers continue to be supported through in-class coaching from district coaches, resource support staff, and campus administrators. In addition, we monitor student progress through our IXL diagnostic program and make adjustments when needed.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	15	10	10