

# Cecil Avenue Math & Science Academy

## 2021 School Accountability Report Card

### 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 [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](http://www.cde.ca.gov/fg/aa/lc/)

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at [dq.cde.ca.gov/dataquest/](http://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) [www.caschooldashboard.org/](http://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.

## 2021-22 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>County-District-School (CDS) Code</b>	15634046009351

## 2021-22 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 Address</b>	www.duesd.org

## 2021-22 School Overview

### 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.

### School Mission Statement:

The staff of Cecil Avenue Math and Science Academy accepts and expects high levels of learning from all students.

### School Vision:

The professional learning community of Cecil Avenue Math and Science Academy exists to instill in its students a desire to become “lifelong learners”. The staff of Cecil Avenue is committed to do “Whatever It Takes” by providing high quality standards based instruction on a daily basis and believes that our “Patriots” are college-bound, especially in math and science.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	169
Grade 7	210
Grade 8	239
Total Enrollment	618

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.5
Asian	0.3
Black or African American	0.3
Filipino	7.9
Hispanic or Latino	89.5
Two or More Races	0.3
White	1.1
English Learners	40.3
Foster Youth	1.1
Homeless	0.6
Socioeconomically Disadvantaged	81.1
Students with Disabilities	8.4

## 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

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

## 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	24
<b>Intern Credential Holders Properly Assigned</b>	0
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0
<b>Unknown</b>	0
<b>Total Teaching Positions</b>	24

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
<b>Permits and Waivers</b>	2
<b>Misassignments</b>	0
<b>Vacant Positions</b>	0
<b>Total Teachers Without Credentials and Misassignments</b>	2

## 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0
<b>Local Assignment Options</b>	0
<b>Total Out-of-Field Teachers</b>	0

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0
<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)	0

## 2021-22 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

November 2020

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
<b>Foreign Language</b>			
<b>Health</b>			
<b>Visual and Performing Arts</b>			
<b>Science Laboratory Equipment (grades 9-12)</b>			

## 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 "School Dude" is used to ensure efficient service and that emergency repairs are given the highest priority.

Year and month of the most recent FIT report

7/20/2021

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>	X			

## School Facility Conditions and Planned Improvements

Overall Cleanliness, Pest/Vermin Infestation				
<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).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A



## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	615	NT	NT	NT	NT
<b>Female</b>	288	NT	NT	NT	NT
<b>Male</b>	327	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	--	NT	NT	NT	NT
<b>Asian</b>	--	NT	NT	NT	NT
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	48	NT	NT	NT	NT
<b>Hispanic or Latino</b>	552	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	--	NT	NT	NT	NT
<b>English Learners</b>	246	NT	NT	NT	NT
<b>Foster Youth</b>	--	NT	NT	NT	NT
<b>Homeless</b>	18	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	446	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	31	NT	NT	NT	NT
<b>Students with Disabilities</b>	50	NT	NT	NT	NT

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	615	NT	NT	NT	NT
Female	288	NT	NT	NT	NT
Male	327	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	48	NT	NT	NT	NT
Hispanic or Latino	552	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	246	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	18	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	446	NT	NT	NT	NT
Students Receiving Migrant Education Services	31	NT	NT	NT	NT
Students with Disabilities	50	NT	NT	NT	NT

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

IXL Student Groups	IXL Total Enrollment	IXL Number Tested	IXL Percent Tested	IXL Percent Not Tested	IXL Percent At or Above Grade Level
All Students	613	606	98.8	.01	15
Female	288	286	99.3	.07	71
Male	325	320	98.4	1.5	36
American Indian or Alaska Native	3	2	66.6	33.3	66.6
Asian	2	2	100	0	50

<b>Black or African American</b>	2	2	100	0	0
<b>Filipino</b>	49	49	100	0	47
<b>Hispanic or Latino</b>	550	544	98.9	1.1	14.5
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	2	2	100	0	50
<b>White</b>	5	5	100	0	0
<b>English Learners</b>	244	239	97.9	2.1	1.2
<b>Foster Youth</b>	6	6	100	0	0
<b>Homeless</b>	4	3	75	25	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	493	488	98.9	1.1	16
<b>Students Receiving Migrant Education Services</b>	32	32	100	0	12.5
<b>Students with Disabilities</b>	50	50	100	0	2

<b>STAR Student Groups</b>	<b>STAR Total Enrollment</b>	<b>STAR Number Tested</b>	<b>STAR Percent Tested</b>	<b>STAR Percent Not Tested</b>	<b>STAR Percent At or Above Grade Level</b>
<b>All Students</b>	613	602	98.2	2.4	24.1
<b>Female</b>	288	281	97.5	2.5	29.8
<b>Male</b>	325	317	97.5	2.5	19
<b>American Indian or Alaska Native</b>	3	1	33.3	66.6	0
<b>Asian</b>	2	2	100	0	50
<b>Black or African American</b>	2	2	100	0	0
<b>Filipino</b>	49	49	100	0	46.9
<b>Hispanic or Latino</b>	550	538	97.8	2.2	22.3
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	2	2	100	0	50
<b>White</b>	5	4	80	20	0
<b>English Learners</b>	244	238	97.5	2.5	3.2
<b>Foster Youth</b>	6	6	100	0	0
<b>Homeless</b>	4	3	75	25	25
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	493	482	97.7	2.3	22.3
<b>Students Receiving Migrant Education Services</b>	32	32	100	0	12.5
<b>Students with Disabilities</b>	50	50	100	0	2

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases

where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

IXL Student Groups	IXL Total Enrollment	IXL Number Tested	IXL Percent Tested	IXL Percent Not Tested	IXL Percent At or Above Grade Level
All Students	613	607	99	1	6.1
Female	288	285	98.9	1.1	8.6
Male	325	320	98.4	1.6	4
American Indian or Alaska Native	3	3	100	0	0
Asian	2	2	100	0	0
Black or African American	2	2	100	0	0
Filipino	49	49	100	0	16.3
Hispanic or Latino	550	542	98.5	1.5	5.4
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	2	2	100	0	0
White	5	5	100	0	0
English Learners	244	239	97.9	2.1	1.2
Foster Youth	5	5	100	0	0
Homeless	4	3	75	25	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	493	486	98.5	1.5	5.8
Students Receiving Migrant Education Services	32	32	100	0	9.3
Students with Disabilities	50	50	100	0	2
STAR Student Groups	STAR Total Enrollment	STAR Number Tested	STAR Percent Tested	STAR Percent Not Tested	STAR Percent At or Above Grade Level
All Students	613	595	97	3	35.2
Female	288	282	97.9	2.1	40.6
Male	325	313	96.3	3.7	30.4
American Indian or Alaska Native	3	2	66.6	33.3	33.3
Asian	2	2	100	0	0
Black or African American	2	2	100	0	50
Filipino	49	49	100	0	65.3
Hispanic or Latino	550	534	97	3	32.7
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	2	2	100	0	50
White	5	4	80	20	20
English Learners	244	234	95.9	4.1	10.6
Foster Youth	6	6	100	0	0
Homeless	4	4	100	0	0
Military	0	0	0	0	0

<b>Socioeconomically Disadvantaged</b>	493	478	96.9	3.1	32.6
<b>Students Receiving Migrant Education Services</b>	32	32	100	0	31.2
<b>Students with Disabilities</b>	50	48	96	4	6

\*At or above the grade-level standard in the context of the local assessment administered.

## 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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

## 2020-21 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. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	238	NT	NT	NT	NT
<b>Female</b>	97	NT	NT	NT	NT
<b>Male</b>	141	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	--	NT	NT	NT	NT
<b>Asian</b>	--	NT	NT	NT	NT
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	16	NT	NT	NT	NT
<b>Hispanic or Latino</b>	210	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	--	NT	NT	NT	NT
<b>English Learners</b>	92	NT	NT	NT	NT
<b>Foster Youth</b>	--	NT	NT	NT	NT
<b>Homeless</b>	--	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	167	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	19	NT	NT	NT	NT
<b>Students with Disabilities</b>	19	NT	NT	NT	NT

## 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.

#### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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

## 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.

#### 2021-22 Opportunities for Parental Involvement

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 Trimester for parents to have an opportunity to meet one-on-one with teachers virtually through zoom to discuss their child's academic process. Parents also have access to view their child's grades through the online Aeries Parent Portal. This gives parents the opportunity to see their child's grades in real time. Teachers are encouraged to update their gradebooks every two weeks so parents have the opportunity to 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, virtual awards programs, virtual paint nights, and virtual bingo. 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 the school's website, school marquee, Facebook page, Instagram page, Blackboard Connect (computer-generated phone calls) and fliers.

For more information about opportunities for parent involvement, please contact:

Lionel Reyna, Principal  
Cecil Avenue Math and Science Academy  
1430 Cecil Avenue, Delano CA  
(661) 721-5030

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	624	622	35	5.6
Female	292	291	19	6.5
Male	332	331	16	4.8
American Indian or Alaska Native	4	3	2	66.7
Asian	2	2	0	0.0
Black or African American	2	2	0	0.0
Filipino	49	49	0	0.0
Hispanic or Latino	558	557	33	5.9
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	2	2	0	0.0
White	7	7	0	0.0
English Learners	251	250	16	6.4
Foster Youth	8	8	0	0.0
Homeless	11	11	3	27.3
Socioeconomically Disadvantaged	511	510	31	6.1
Students Receiving Migrant Education Services	36	36	1	2.8
Students with Disabilities	52	52	1	1.9

### 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 and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	7.98	0.00	2.90	0.00	3.47	0.20
<b>Expulsions</b>	0.16	0.00	0.11	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	3.55	1.09	2.45
<b>Expulsions</b>	0.00	0.03	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.00	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	0.00	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.00	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.00	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	0.00	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	0.00	0.00



## 2021-22 School Safety Plan

Student safety is a priority. Cecil Avenue employs a full-time campus supervisor who will 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. Our School Resource Officer is always available for specific situations when necessary. Administration, classroom teachers, and noon-duty aides provide ongoing support for students needing any 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, and safety drills will continue to be reviewed and practiced on a yearly basis. Our goal is to practice these drills at least once a quarter. 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 at least once a month to analyze discipline and social-emotional data with the goal of becoming more familiar with the needs of our staff and students. In addition, Cecil Avenue acquired a behavior intervention teacher who meets 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 2020 by the School Site Council; this year's plan will be reviewed, updated, and discussed by January 2022.

## 2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	28	4	14	
Mathematics	27	4	14	1
Science	25	5	13	
Social Science	25	4	14	

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	26	10	22	2
Mathematics	23	9	12	
Science	25	4	14	
Social Science	25	5	13	

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	28	5	25	2
Mathematics	22	9	10	1
Science	25	8	10	
Social Science	25	5	12	1

## 2020-21 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	618

## 2020-21 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.3
Social Worker	0
Nurse	0.5
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	0
Other	0.1

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 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
<b>School Site</b>	\$12,035.67	\$1,360.31	\$10,675.36	\$84,169.93
<b>District</b>	N/A	N/A	\$7,744.50	\$81,397
<b>Percent Difference - School Site and District</b>	N/A	N/A	31.8	3.3
<b>State</b>			\$8,444	\$85,863
<b>Percent Difference - School Site and State</b>	N/A	N/A	23.3	-2.0

## 2020-21 Types of Services Funded

Our ASES (or POWER) after school program serves approximately 90 students daily with enrichment and intervention activities in English language arts. CAMSA's After School STARS Academy Intervention program is designed to help students focus on mastering fundamental mathematical operations or instilling skills for Language Development. We also have an Academic Learning Coordinator to provide instructional support and professional development to certificated staff. In addition, CAMSA 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.

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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/csl/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$52,885	\$52,060
<b>Mid-Range Teacher Salary</b>	\$77,679	\$84,043
<b>Highest Teacher Salary</b>	\$103,965	\$107,043
<b>Average Principal Salary (Elementary)</b>	\$120,921	\$133,582
<b>Average Principal Salary (Middle)</b>	\$125,759	\$138,803
<b>Average Principal Salary (High)</b>	\$0	\$133,845
<b>Superintendent Salary</b>	\$216,165	\$240,628
<b>Percent of Budget for Teacher Salaries</b>	32%	35%
<b>Percent of Budget for Administrative Salaries</b>	7%	5%

## Professional Development

During the 2016-2017 and 2017-2018 school year, 10 days were dedicated to staff development where the primary focus has been on English Language Development and Mathematical Practices. The site SBAC data was used to make these determinations. The methods of professional development used have been school workshops, conference attendance, and co-teaching with the site academic coach. Teachers also receive feedback and are supported by school and district administration as well as from academic coaches through classroom walk-throughs and through structured teacher planning sessions.

For the 2019-2020 school year, Cecil Avenue Math and Science Academy decided to allocate a minimum of 10 professional development days. So far the site has had 4 whole staff and approximately 6 content/grade level-based professional development days.

For the 2020-2021 school year, Cecil Avenue Math and Science Academy provided several opportunities for staff to participate in professional development aimed at building their virtual competence in a digital world. With virtual learning being so prevalent, a need to become more familiar with technology and what it has to offer is very important during this school year.

For the current 2021-2022 school year, Cecil Avenue Math & Science Academy will continue to provide staff with professional development opportunities with the goal of building motivation, confidence, and proficiency.

Staff development and areas of focus are based on our SBAC data and ELPAC data. Early in the year, departments meet with campus administrators and resource support staff to disaggregate data and find trends and patterns that are affecting our students. Teachers are 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 into 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. This year our main focus was transitioning back to in-person learning after being on distance learning for a year and a half. The administration met with the leadership team to help determine which supports were needed to help with their transition back to in-person learning. 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 an initial meeting with a series of follow-up meetings planned to address areas of concern. Presently, teachers have been reviewing IXL and Star Assessments to help provide instructional guidance and mentoring to our teachers in the areas of both Math and English.

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	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	18	15	15

# Cecil Avenue Math and Science Academy

## 2020-21 Local Accountability Report Card (LARC) Addendum

# Local Accountability Report Card (LARC) Addendum

## 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

## 2021-22 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 Address</b>	www.duesd.org

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	3178	NT	NT	NT	NT
<b>Female</b>	1582	NT	NT	NT	NT
<b>Male</b>	1596	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	--	NT	NT	NT	NT
<b>Asian</b>	32	NT	NT	NT	NT
<b>Black or African American</b>	11	NT	NT	NT	NT
<b>Filipino</b>	321	NT	NT	NT	NT
<b>Hispanic or Latino</b>	2726	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	40	NT	NT	NT	NT
<b>White</b>	42	NT	NT	NT	NT
<b>English Learners</b>	1211	NT	NT	NT	NT
<b>Foster Youth</b>	11	NT	NT	NT	NT
<b>Homeless</b>	108	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	2051	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	131	NT	NT	NT	NT
<b>Students with Disabilities</b>	319	NT	NT	NT	NT

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	3178	NT	NT	NT	NT
Female	1582	NT	NT	NT	NT
Male	1596	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	32	NT	NT	NT	NT
Black or African American	11	NT	NT	NT	NT
Filipino	321	NT	NT	NT	NT
Hispanic or Latino	2726	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	40	NT	NT	NT	NT
White	42	NT	NT		NT
English Learners	1211	NT	NT	NT	NT
Foster Youth	11	NT	NT	NT	NT
Homeless	108	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	2051	NT	NT	NT	NT
Students Receiving Migrant Education Services	131	NT	NT	NT	NT
Students with Disabilities	319	NT	NT	NT	NT

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

