

Cecil Avenue Math & Science Academy

2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

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.

2023-24 School Contact Information

School Name	Cecil Avenue Math & Science Academy
Street	1430 Cecil Avenue
City, State, Zip	Delano, CA 93215-1444
Phone Number	(661) 721-5030
Principal	Lionel Reyna
Email Address	LReyna@duesd.org
School Website	https://www.duesd.org/cecil
County-District-School (CDS) Code	15634046009351

2023-24 District Contact Information

District Name	Delano Union School District
Phone Number	(661) 721-5000
Superintendent	Mrs. Rosalina Rivera
Email Address	rrivera@duesd.org
District Website	www.duesd.org

2023-24 School Description and Mission Statement

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.

VISION

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

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	154
Grade 7	236
Grade 8	214
Total Enrollment	604

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48%
Male	52%
American Indian or Alaska Native	0.2%
Black or African American	0.5%
Filipino	6.8%
Hispanic or Latino	90.6%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	0.8%
White	0.8%
English Learners	41.2%
Foster Youth	0.3%
Homeless	1.2%
Migrant	4.1%
Socioeconomically Disadvantaged	92.1%
Students with Disabilities	8.1%

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.50	65.25	235.40	82.31	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	3.72	8.00	2.80	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.00	14.90	21.30	7.46	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	3.72	3.60	1.28	12115.80	4.41
Unknown	3.30	12.40	17.50	6.15	18854.30	6.86
Total Teaching Positions	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.50	58.69	254.00	78.24	234405.20	84.00
Intern Credential Holders Properly Assigned	3.10	10.59	11.10	3.44	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.00	6.70	22.60	6.98	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	3.35	6.60	2.05	11953.10	4.28
Unknown	6.10	20.64	30.10	9.29	15831.90	5.67
Total Teaching Positions	29.80	100.00	324.70	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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
Permits and Waivers	1.00	1.00
Misassignments	3.00	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	4.00	2.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	1.00
Local Assignment Options	1.00	0.00
Total Out-of-Field Teachers	1.00	1.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	9.8	3.8
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	17.9	0.6

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 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 2023
--	----------------

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent	Percent Students Lacking Own
---------	--	------------------	------------------------------

		Adoption ?	Assigned Copy
Reading/Language Arts	English-Language Arts Grades 6-8: McGraw Hill - StudySnyc - 2016	Yes	0
Mathematics	Mathematics Grades 6-8: McGraw Hill- California Math: Your Common Core Edition- 2015	Yes	0
Science	IQWST CA Integrated Edition 6th-8th Grade - Activate (2018)	Yes	0
History-Social Science	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

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

8/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: 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.

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

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	34	38	40	42	47	46
Mathematics (grades 3-8 and 11)	14	19	23	30	33	34

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	610	599	98.20	1.80	37.56
Female	294	289	98.30	1.70	43.60
Male	316	310	98.10	1.90	31.94
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	42	41	97.62	2.38	60.98
Hispanic or Latino	551	541	98.19	1.81	35.86
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	239	229	95.82	4.18	8.30
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	496	488	98.39	1.61	35.86
Students Receiving Migrant Education Services	23	21	91.30	8.70	47.62
Students with Disabilities	50	50	100.00	0.00	6.00

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	609	608	99.84	0.16	19.41
Female	294	293	99.66	0.34	22.18
Male	315	315	100.00	0.00	16.83
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	42	42	100.00	0.00	40.48
Hispanic or Latino	550	549	99.82	0.18	18.03
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	238	238	100.00	0.00	1.68
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	495	494	99.80	0.20	18.02
Students Receiving Migrant Education Services	23	23	100.00	0.00	13.04
Students with Disabilities	50	50	100.00	0.00	6.00

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. 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 CAAs divided by the total number of students who participated in both assessments.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	12.32	18.26	19.00	26.05	29.47	30.29

2022-23 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	219	219	100.00	0.00	18.26
Female	108	108	100.00	0.00	15.74
Male	111	111	100.00	0.00	20.72
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	11	11	100.00	0.00	9.09
Hispanic or Latino	201	201	100.00	0.00	18.91
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	87	87	100.00	0.00	1.15
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	180	180	100.00	0.00	20.56
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	23	23	100.00	0.00	4.35

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.

2022-23 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 during 2021-22 and 2022-23 school years, only participation results are required 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	99.50	99.50	99.50	99.50	99.50

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.

2023-24 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 semester for parents as an opportunity to meet one-on-one with teachers in person to discuss their child's academic progress. Parents also have access to 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 academic 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 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, but not restricted to, the school's website, school marquee, Facebook page, Instagram page, Parent Square, 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

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	642	629	93	14.8
Female	305	302	43	14.2
Male	337	327	50	15.3
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	1	100.0
Asian	0	0	0	0.0
Black or African American	3	3	0	0.0
Filipino	43	42	2	4.8
Hispanic or Latino	582	570	86	15.1
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	5	5	2	40.0
White	6	6	2	33.3
English Learners	271	265	41	15.5
Foster Youth	2	2	0	0.0
Homeless	8	8	3	37.5
Socioeconomically Disadvantaged	603	592	89	15.0
Students Receiving Migrant Education Services	29	29	2	6.9
Students with Disabilities	52	51	8	15.7

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	3.55	7.48	0.00	1.30	1.82	0.20	3.17	3.60
Expulsions	0.00	0.15	0.00	0.00	0.03	0.08	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	7.48	0
Female	4.59	0
Male	10.09	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	2.33	0
Hispanic or Latino	7.56	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	8.12	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	7.63	0
Students Receiving Migrant Education Services	3.45	0
Students with Disabilities	13.46	0

2023-24 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 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 continues to utilize an Academic 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 2023 by the School Site Council; this year's plan will be reviewed, updated, and discussed by January 2024.

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

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	0
Mathematics	22	11	11	0
Science	25	6	13	0
Social Science	23	7	14	0

2022-23 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

2022-23 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)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	1
Nurse	0.5
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$81,956
Percent Difference - School Site and District	N/A	N/A	31.3	-4.4
State	N/A	N/A	\$7,607	\$89,574
Percent Difference - School Site and State	N/A	N/A	33.0	-13.3

Fiscal Year 2022-23 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 Intervention program is designed to help students focus on mastering fundamental mathematical operations or instilling skills for Language Development. We also have access to a District Learning Coordinator to provide 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 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$54,472	\$54,215
Mid-Range Teacher Salary	\$80,009	\$86,843
Highest Teacher Salary	\$106,863	\$111,440
Average Principal Salary (Elementary)	\$124,549	\$140,851
Average Principal Salary (Middle)	\$129,532	\$147,065
Average Principal Salary (High)	\$0	\$142,189
Superintendent Salary	\$222,650	\$252,466
Percent of Budget for Teacher Salaries	30.57%	33.16%
Percent of Budget for Administrative Salaries	6.69%	5.15%

Professional Development

For the 2022-2023 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. This year our main continued focus was transitioning back to in-person learning after being on distance learning. The administration met with the leadership team to help determine which supports were 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 Assessments to help provide instructional guidance and mentoring to our teachers in the areas of both 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. A book study was held several times to help with approaching instruction through a lens of student capacity for growth. 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.

Professional Development

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	15	15	10