

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Cecil Avenue Math & Science Academy	15634046009351	May 30, 2024	June 24, 2024

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

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

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

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

This plan is being used by Cecil Avenue Math & Science Academy for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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

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Plan Description

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

This plan is being used by Cecil Avenue Math & Science Academy for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Cecil Avenue Math and Science Academy (CAMSA) offers a comprehensive educational experience to its approximately 610 students, who primarily come from Hispanic (90.56%) and Filipino (6.79%) backgrounds, with a smaller percentage of White (0.83%), African-American (0.5%), or Black students. The school caters to 6th, 7th, and 8th-grade pupils within the Delano Union Elementary School District, located in central Delano. Students also provide instruction to English Language Learners (41.2%), Socioeconomically Disadvantaged (92.1%), and Foster Youth (0.3%).

Educational Partner Involvement

How, when, and with whom did Cecil Avenue Math & Science Academy consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The Principal, along with the Vice Principal, Learning Coordinator, Academic Counselor, Site Resource Teacher, and leadership team created the goals and actions within this plan as a result of input from the School Site Council and the English Language Advisory Committee that was obtained on 3/19/24. Permission was granted from the SSC to make adjustments to the plan. The plan will be a standing item on both SSC and ELAC committee meetings to have an ongoing review of the effectiveness of the actions. Our School Site Council and English Language Advisory Committee members provided valuable input during our scheduled meeting to help with the development of the Single Plan for Student Achievement (SPSA) for the 2024-2025 school year. The ultimate approval is made by the SSC which will occur during our scheduled School Site Council meeting on 5/30/2024.

Resource Inequities

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

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

N/A

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

Our school's performance in English Language Arts fell into the Orange category, indicating a significant shortfall of 43.8 points below the standard, with a decline of 3.9 points from previous assessments. Similarly, our performance in Mathematics also landed in the Orange category, displaying a notable deficit of 94 points below the standard. However, there was a slight improvement, maintaining a difference of -0.8 points compared to previous assessments.

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

The overall performance of students in English Language Arts and Mathematics, collectively assessed as "all students," fell within the Orange category. This suggests a moderate level of performance across these subjects. Encouragingly, none of the student subgroups performed significantly lower, with all subgroups performing at most one level below the overall student performance. This indicates a relatively balanced performance across different demographic or student groups, which is a positive outcome in educational assessment and signifies a lack of significant achievement gaps among subgroups.

Other Needs

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

Data from the STAR Math and Reading assessments played a role in assessing academic progress. The CAMSA learning coordinator met with departments to analyze this data, determining the best course of action for providing additional academic support. This collaborative effort ensured that students received targeted assistance tailored to their specific needs, ultimately enhancing their learning outcomes and fostering academic growth.

Additionally, we used the test results from IABs that were administered collectively by departments to create structured and targeted intervention programs that ran both during the school day and after school. These assessments are narrower in focus and allowed us to target specific learning gaps that our students had. Furthermore, this allowed us to revise our instructional approach to ensure that we did not miss any large areas of focus.

Finally, using a combination of IXL diagnostic data and targeted skill data allowed us to meet individual student instructional needs in the content areas of math and ELA. Since IXL tasks target individual skills, it allows us to identify a student’s needs on a smaller, skill by skill basis. The IXL platform also allows students to master skills independently based on both teacher recommendation and recommendations based off of their diagnostic score.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.18%	0.17%	0.16%	1	1	1
African American	0.35%	0.5%	0.33%	2	3	2
Asian	0.35%	0%	0.33%	2	0	2
Filipino	8.66%	6.79%	7.72%	49	41	47
Hispanic/Latino	89.22%	90.56%	89.49%	505	547	545
Pacific Islander	0.18%	0.17%	%	1	1	
White	0.35%	0.83%	1.31%	2	5	8
Multiple/No Response	0.71%	0.83%	0.33%	4	5	2
Total Enrollment				566	604	609

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 6	170	154	167
Grade 7	200	236	203
Grade 8	196	214	239
Total Enrollment	566	604	609

Conclusions based on this data:

1. In the 2022-2023 school year, Cecil Avenue Math and Science Academy witnessed a significant increase in the Hispanic Latino student population, rising by 1.34% from the previous academic year. This growth resulted in a total of 547 students, compared to 505 students in the 2021-2022 school year. This demographic shift reflects the school's ongoing commitment to fostering diversity and inclusivity within its student body, while also highlighting the importance of culturally responsive education practices to meet the needs of all students.
2. In the 2022-2023 school year, Cecil Avenue Math and Science Academy experienced a decline in the Filipino student population, decreasing from 8.66% to 6.79% of the overall student body. This shift prompts further examination of enrollment patterns and demographic changes within the school community. It underscores the importance of understanding and addressing the unique needs and dynamics of various student groups to ensure equitable educational opportunities for all.
3. In the 2022-2023 school year, Cecil Avenue Math and Science Academy saw a notable increase in total enrollment, rising from 566 students in the previous academic year to 604 students. This growth reflects the

school's continued popularity and reputation for providing quality education. With a larger student body, the academy remains dedicated to fostering academic excellence, promoting innovation, and preparing students for success in an ever-changing world.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	239	249	200	40.30%	42.2%	32.8%
Fluent English Proficient (FEP)	153	170	209	29.00%	27.0%	34.3%
Reclassified Fluent English Proficient (RFEP)				3.2%		

Conclusions based on this data:

1. In the 2022-2023 school year, Cecil Avenue Math and Science Academy saw a slight decrease in the number of English learners, with the percentage dropping from 42.2% to 41.2%. This shift reflects ongoing efforts to support language development and academic achievement among students, highlighting the school's commitment to meeting the diverse needs of its student population.
2. In the 2022-2023 school year, Cecil Avenue Math and Science Academy experienced a notable increase in the percentage of Fluent English Proficient students, rising from 27% to 28.1%. This upward trend demonstrates the school's dedication to fostering language proficiency and academic success among its students. By continuing to support language development initiatives and providing quality education, the school aims to empower students to excel both academically and linguistically.
3. The number of RFEP (Reclassified Fluent English Proficient) students in the 20-21 school year was 8 compared to 0 for the 21-22 school year.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	175	159	172	171	157	170	171	157	170	97.7	98.7	98.8
Grade 7	206	232	203	204	227	199	204	227	199	99.0	97.8	98
Grade 8	203	219	237	200	215	233	200	215	233	98.5	98.2	98.3
All Grades	584	610	612	575	599	602	575	599	602	98.5	98.2	98.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	2472.	2466.	2511.	11.11	7.01	13.53	17.54	23.57	32.35	24.56	20.38	27.06	46.78	49.04	27.06
Grade 7	2514.	2509.	2517.	12.75	7.93	15.58	24.51	31.72	21.61	27.94	20.26	25.13	34.80	40.09	37.69
Grade 8	2528.	2531.	2530.	7.50	9.30	6.87	27.50	31.16	31.33	30.00	21.40	27.47	35.00	38.14	34.33
All Grades	N/A	N/A	N/A	10.43	8.18	11.63	23.48	29.38	28.41	27.65	20.70	26.58	38.43	41.74	33.39

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
Grade 6	9.94	8.92	16.47	48.54	45.86	56.47	41.52	45.22	27.06	
Grade 7	12.75	11.01	17.09	61.27	58.15	49.25	25.98	30.84	33.67	
Grade 8	14.00	15.35	9.87	50.00	51.16	56.22	36.00	33.49	33.91	
All Grades	12.35	12.02	14.12	53.57	52.42	53.99	34.09	35.56	31.89	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	7.02	7.05	17.06	40.94	41.67	54.71	52.05	51.28	28.24
Grade 7	14.22	13.66	19.10	48.53	48.02	46.73	37.25	38.33	34.17
Grade 8	9.50	10.23	8.58	49.50	53.49	54.51	41.00	36.28	36.91
All Grades	10.43	10.70	14.45	46.61	48.33	51.99	42.96	40.97	33.55

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	9.94	10.19	7.06	67.25	70.06	75.88	22.81	19.75	17.06
Grade 7	9.31	11.01	8.04	69.61	70.48	72.36	21.08	18.50	19.60
Grade 8	8.50	10.23	6.87	78.00	74.42	74.25	13.50	15.35	18.88
All Grades	9.22	10.52	7.31	71.83	71.79	74.09	18.96	17.70	18.60

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	12.87	8.28	18.82	54.39	62.42	62.35	32.75	29.30	18.82
Grade 7	16.18	14.10	17.09	58.82	56.83	58.79	25.00	29.07	24.12
Grade 8	15.00	19.07	18.03	66.00	62.79	69.96	19.00	18.14	12.02
All Grades	14.78	14.36	17.94	60.00	60.43	64.12	25.22	25.21	17.94

Conclusions based on this data:

1. In the domain of English Language Arts, Cecil Avenue Math and Science Academy experienced a mixed outcome in student performance this year. While there was a slight reduction of 2.25% in students exceeding the standard, resulting in a total of 8.18% demonstrating exceptional proficiency, there was a significant 5.9% increase in students meeting the standard met, reaching 29.38%. However, this positive trend was countered by a concerning reduction of 6.95%, leaving 20.70% of our students scoring in the standard nearly met category. Most notably, there was a worrying increase of 3.31%, bringing the total to 41.74% of students falling into the standard not met column. These fluctuations underscore the importance of targeted interventions and curriculum enhancements to address areas of weakness and sustain progress in English Language Arts proficiency among our student body.
2. Cecil Avenue Math and Science Academy shines brightest in the listening domain, where an impressive 82.31% of our students excel at or above the standard. This remarkable achievement underscores our dedication to fostering excellence and proficiency in this particular area. Through rigorous instruction, tailored support, and a focus on conceptual understanding, our students consistently demonstrate mastery and exceed expectations. The high percentage of students performing at or above standard reflects the effectiveness of our curriculum and instructional strategies, as well as the dedication and hard work of our educators and students alike. We are proud of our continued success in this domain and remain committed to maintaining and enhancing our standards of excellence in the years to come.
3. Despite our successes in other domains, reading and writing remain areas of concern at Cecil Avenue Math and Science Academy. In reading, 35.56% of our students are scoring below standard, indicating a need for targeted interventions and support to improve literacy skills. Similarly, in writing, 40.9% of our students fall below standards, highlighting a persistent challenge that requires attention and action. These figures underscore the importance of implementing effective literacy programs, providing additional resources, and offering personalized support to address the diverse needs of our student population. By prioritizing literacy instruction and fostering a culture of

reading and writing both inside and outside the classroom, we are committed to narrowing this gap and ensuring that all students have the tools and skills they need to succeed academically and beyond.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	175	159	173	174	159	173	174	159	173	99.4	100.0	100
Grade 7	206	231	203	206	230	202	206	230	202	100.0	99.6	99.5
Grade 8	203	219	237	203	219	235	203	219	235	100.0	100.0	99.2
All Grades	584	609	613	583	608	610	583	608	610	99.8	99.8	99.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	2450.	2440.	2471.	0.57	5.03	6.36	8.05	8.81	13.29	37.36	27.67	30.06	54.02	58.49	50.29
Grade 7	2463.	2472.	2475.	3.40	4.78	5.94	12.62	11.74	16.34	25.24	30.87	24.75	58.74	52.61	52.97
Grade 8	2490.	2497.	2505.	4.93	12.33	10.64	12.81	14.16	11.91	22.66	20.09	26.81	59.61	53.42	50.64
Grade 11															
All Grades	N/A	N/A	N/A	3.09	7.57	7.87	11.32	11.84	13.77	27.96	26.15	27.05	57.63	54.44	51.31

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	1.72	5.66	5.78	43.68	38.36	47.40	54.60	55.97	46.82
Grade 7	8.74	5.22	9.90	36.41	43.48	37.13	54.85	51.30	52.97
Grade 8	12.32	15.07	16.60	46.31	41.10	44.68	41.38	43.84	38.72
Grade 11									
All Grades	7.89	8.88	11.31	42.02	41.28	42.95	50.09	49.84	45.74

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	1.72	3.77	6.36	45.40	45.91	50.87	52.87	50.31	42.77
Grade 7	2.43	4.35	5.94	50.97	55.22	51.49	46.60	40.43	42.57
Grade 8	3.94	8.68	7.23	43.84	47.95	48.09	52.22	43.38	44.68
All Grades	2.74	5.76	6.56	46.83	50.16	50.00	50.43	44.08	43.44

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	1.15	4.40	7.51	58.05	51.57	56.65	40.80	44.03	35.84
Grade 7	1.94	6.52	6.44	61.65	60.00	58.91	36.41	33.48	34.65
Grade 8	4.93	6.85	5.11	63.55	59.82	68.09	31.53	33.33	26.81
All Grades	2.74	6.09	6.23	61.23	57.73	61.80	36.02	36.18	31.97

Conclusions based on this data:

1. Cecil Avenue Math and Science Academy witnessed notable shifts in mathematics scores this year. With a commendable 4.48% increase resulting in 7.57% of students exceeded the standard, showcasing remarkable proficiency. Additionally, there was a modest rise of 0.52% in students meeting the standard with a total of 11.84% of the student body. However, there was a decline of 1.81%, leading to 26.15% of students falling into the standard nearly met category. The most significant challenge emerged in the standard not met column, with a notable 3.19% decrease, resulting in 54.44% of Cecil students requiring further support to meet academic benchmarks. Despite these fluctuations, concerted efforts in targeted interventions and curriculum adjustments could lead to improved outcomes in the future.
2. Cecil Avenue Math and Science Academy maintains its strength in mastering concepts and procedures, as evidenced by a one percent increase this year. This improvement has led to 8.88% of our students surpassing the standard, demonstrating exceptional understanding and application of mathematical principles. Our continued focus on fostering deep comprehension and proficiency in fundamental concepts has yielded positive results, empowering students to excel beyond expectations. By emphasizing conceptual understanding alongside procedural fluency, we equip our students with the critical thinking skills necessary for success in mathematics and beyond.
3. Cecil Avenue Math and Science Academy celebrates a significant achievement in the realm of communicating reasoning for mathematics, with 63.79% of our students demonstrating proficiency near or above the standard. This noteworthy accomplishment underscores our commitment to cultivating not only computational skills but also the ability to articulate and justify mathematical reasoning effectively. By emphasizing communication as a vital aspect of mathematical literacy, we empower students to express their understanding, reasoning, and problem-solving

strategies with clarity and coherence. This achievement reflects the dedication of our educators and the hard work of our students in honing their communication skills, essential for success in both academic and real-world contexts.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	1507.9	1515.3	1525.6	1498.2	1516.1	1521.7	1517.1	1514.1	1529.1	67	61	59
7	1523.9	1547.5	1514.5	1517.8	1558.5	1517.6	1529.6	1536.2	1510.9	91	91	63
8	1547.9	1561.6	1543.9	1546.8	1576.7	1556.4	1548.5	1546.0	1530.7	63	88	78
All Grades										221	240	200

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	10.45	14.75	18.64	34.33	36.07	45.76	31.34	34.43	18.64	23.88	14.75	16.95	67	61	59
7	10.00	25.27	12.70	42.22	38.46	30.16	36.67	26.37	34.92	11.11	9.89	22.22	90	91	63
8	15.87	31.82	19.23	42.86	35.23	35.90	30.16	21.59	33.33	11.11	11.36	11.54	63	88	78
All Grades	11.82	25.00	17.00	40.00	36.67	37.00	33.18	26.67	29.50	15.00	11.67	16.50	220	240	200

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	20.90	32.79	37.29	44.78	39.34	42.37	17.91	16.39	5.08	16.42	11.48	15.25	67	61	59
7	21.11	45.05	28.57	48.89	34.07	41.27	20.00	16.48	12.70	10.00	4.40	17.46	90	91	63
8	26.98	47.73	33.33	57.14	31.82	47.44	6.35	12.50	12.82	9.52	7.95	6.41	63	88	78
All Grades	22.73	42.92	33.00	50.00	34.58	44.00	15.45	15.00	10.50	11.82	7.50	12.50	220	240	200

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	4.48	3.28	3.39	22.39	19.67	32.20	37.31	40.98	35.59	35.82	36.07	28.81	67	61	59
7	6.67	7.69	3.17	23.33	30.77	9.52	44.44	35.16	42.86	25.56	26.37	44.44	90	91	63
8	12.70	6.82	1.28	25.40	35.23	20.51	44.44	35.23	48.72	17.46	22.73	29.49	63	88	78
All Grades	7.73	6.25	2.50	23.64	29.58	20.50	42.27	36.67	43.00	26.36	27.50	34.00	220	240	200

Listening Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
6	17.91	14.75	20.34	64.18	62.30	59.32	17.91	22.95	20.34	67	61	59	
7	13.33	16.48	12.70	68.89	64.84	52.38	17.78	18.68	34.92	90	91	63	
8	11.11	25.00	23.08	74.60	60.23	58.97	14.29	14.77	17.95	63	88	78	
All Grades	14.09	19.17	19.00	69.09	62.50	57.00	16.82	18.33	24.00	220	240	200	

Speaking Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
6	34.33	50.82	61.02	47.76	36.07	23.73	17.91	13.11	15.25	67	61	59	
7	47.78	65.93	60.32	38.89	31.87	25.40	13.33	2.20	14.29	90	91	63	
8	42.86	75.00	66.67	49.21	19.32	28.21	7.94	5.68	5.13	63	88	78	
All Grades	42.27	65.42	63.00	44.55	28.33	26.00	13.18	6.25	11.00	220	240	200	

Reading Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
6	5.97	3.28	6.78	32.84	37.70	44.07	61.19	59.02	49.15	67	61	59	
7	6.67	14.29	4.76	41.11	38.46	30.16	52.22	47.25	65.08	90	91	63	
8	19.05	15.91	7.69	39.68	43.18	28.21	41.27	40.91	64.10	63	88	78	
All Grades	10.00	12.08	6.50	38.18	40.00	33.50	51.82	47.92	60.00	220	240	200	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	16.42	19.67	27.12	61.19	62.30	64.41	22.39	18.03	8.47	67	61	59
7	3.33	20.88	6.35	84.44	64.84	76.19	12.22	14.29	17.46	90	91	63
8	1.59	5.68	2.56	90.48	85.23	89.74	7.94	9.09	7.69	63	88	78
All Grades	6.82	15.00	11.00	79.09	71.67	78.00	14.09	13.33	11.00	220	240	200

Conclusions based on this data:

1. Cecil Avenue Math and Science Academy has demonstrated notable improvements across various language skills. Specifically, there was a commendable increase of 5.08% in Listening, leading to 19.17% of students achieving proficiency in this area. Moreover, there was a substantial improvement of 23% in Speaking, resulting in 65.42% of students being well developed in verbal communication. Although the progress in Reading saw a more modest increase of 2.08%, it still resulted in 12.08% of students reaching the Well Developed level. Similarly, the Writing skills of students improved significantly by 8.18%, with 15% of students now classified as well developed in this domain. These advancements underscore the effectiveness of targeted interventions and highlight the ongoing commitment of Cecil Avenue Math and Science Academy to enhance students' language proficiency across all disciplines.
2. Speaking remains the cornerstone of our students' language proficiency, representing our greatest area of strength. With a remarkable increase of 23%, an impressive 65.42% of our students are now classified as well developed in speaking. This significant advancement underscores the efficacy of our educational strategies and the dedication of our students and educators alike in fostering strong communication skills. Building on this success, we are committed to further enhancing speaking proficiency and ensuring that our students continue to excel in verbal communication, a vital skill for success in academics and beyond.
3. While our school has seen slight gains in Reading and Writing, these subjects continue to represent our most significant areas of concern. The percentages of students reaching the Well Developed column remain low, with Reading at 12.08% and Writing at 15%. These statistics emphasize the critical need for focused support and intervention in these areas. Addressing the challenges in Reading and Writing will be paramount in ensuring that all students acquire the necessary skills to succeed academically and beyond.

School and Student Performance Data

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
604	92.1	41.2	0.3
Total Number of Students enrolled in Cecil Avenue Math & Science Academy.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	249	41.2
Foster Youth	2	0.3
Homeless	7	1.2
Socioeconomically Disadvantaged	556	92.1
Students with Disabilities	49	8.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	0.5
American Indian	1	0.2
Filipino	41	6.8
Hispanic	547	90.6
Two or More Races	5	0.8
Pacific Islander	1	0.2
White	5	0.8

Conclusions based on this data:

- At Cecil Avenue Math and Science Academy, the two largest student groups persistently reflect the rich diversity of our community. Hispanics constitute the largest demographic, comprising 90.6% of our student body. This

demographic presence underscores the cultural vibrancy and inclusivity of our school community. Additionally, Filipino students represent a significant portion, accounting for 6.8% of our student population. The diversity within our student body enriches our learning environment, fostering cross-cultural understanding and collaboration among peers. As we continue to embrace and celebrate this diversity, we strive to provide equitable opportunities and support to all students, regardless of their backgrounds, ensuring every individual has the resources and encouragement to thrive academically and personally.

2. Cecil Avenue Math and Science Academy serves a student population predominantly composed of economically disadvantaged individuals, with 556 students falling into this category, representing 92.1% of our total enrollment. This figure marks a significant increase of 10% compared to the previous year, highlighting the growing number of students facing economic challenges within our community. The correlation between poverty and academic performance is well-documented, and these statistics underscore the significant barriers many of our students face in accessing educational opportunities and resources. As an institution committed to equity and inclusion, we recognize the importance of addressing the unique needs of economically disadvantaged students and providing targeted support to ensure they have the same opportunities for success as their peers. By implementing strategies to mitigate the impact of poverty on academic achievement, we aim to empower all students to reach their full potential and thrive academically, regardless of their socioeconomic status.
3. At Cecil Avenue Math and Science Academy, the English learner population remains a significant demographic, comprising 249 students, which accounts for 41.2% of our total student population. This substantial representation underscores the diverse linguistic backgrounds within our school community. However, it also presents potential challenges in the classroom, as English learners may face additional hurdles in fully engaging with the curriculum and expressing themselves academically. Despite the decline of one percent from the previous year, the English learner population still represents a considerable portion of our student body, necessitating continued attention and support to address their unique learning needs. Through targeted language instruction, cultural sensitivity, and individualized support, we are dedicated to ensuring that English learners receive the resources and encouragement they need to thrive academically and become proficient in English language skills.

School and Student Performance Data

Overall Performance

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2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	Chronic Absenteeism Yellow	Suspension Rate Orange
Mathematics Orange		
English Learner Progress Blue		

Conclusions based on this data:

1. Overall, Cecil Avenue Math and Science Academy's performance in the English Language Arts domain was rated as "orange," indicating room for improvement in this area. Similarly, the school's performance in the mathematics domain also fell within the "orange" category. While this suggests that there is work to be done to enhance student achievement in both subjects, it also highlights areas of potential growth and opportunities for targeted interventions to elevate academic outcomes. By analyzing data, implementing effective instructional strategies, and providing

targeted support, we aim to strengthen student performance across all domains and foster a culture of continuous improvement within our school community.

2. Our English language learners at Cecil Avenue Math and Science Academy have achieved a commendable status, with their performance placed in the "blue" category. This designation signifies that 65% of our English learners are actively making progress towards language acquisition, demonstrating their dedication and resilience in mastering English language skills. This achievement reflects the effectiveness of our English language instruction programs and the hard work of both students and educators in supporting language development. We remain committed to providing comprehensive support and resources to ensure that all English learners continue to progress and thrive academically and linguistically.
3. Cecil Avenue Math and Science Academy's suspension rate falls within the "orange" category, indicating a percentage of 7% or more. While this places us in an area for improvement, it also serves as a crucial metric for identifying areas where additional support and intervention may be needed. By addressing the underlying factors contributing to suspension rates and implementing proactive strategies to promote positive behavior and conflict resolution, we are committed to fostering a safe and inclusive learning environment where all students can thrive academically and socially..

School and Student Performance Data

Academic Performance English Language Arts

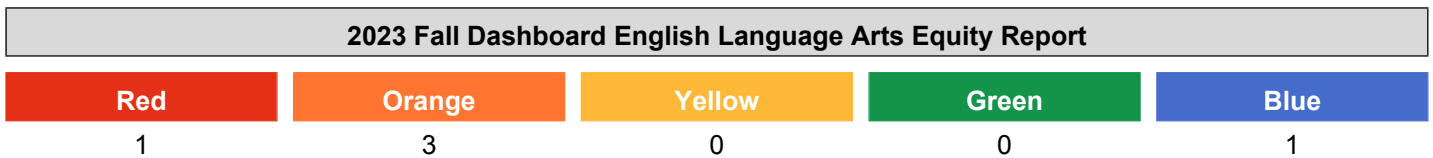
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Orange 43.8 points below standard Decreased -3.9 points 578 Students	English Learners  Red 72.3 points below standard Decreased -11.8 points 311 Students	Foster Youth Less than 11 Students 2 Students
Homeless Less than 11 Students 8 Students	Socioeconomically Disadvantaged  Orange 44.7 points below standard Maintained -1.8 points 546 Students	Students with Disabilities  Orange 126.1 points below standard Increased Significantly +17.7 points 48 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 3 Students	Less than 11 Students 1 Student	 No Performance Color 0 Students	 Blue 17.1 points above standard Increased Significantly +17.1 points 41 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 48.1 points below standard Decreased -4.1 points 521 Students	Less than 11 Students 5 Students	Less than 11 Students 1 Student	Less than 11 Students 5 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
114.9 points below standard Decreased -7.1 points 218 Students	27.8 points above standard Maintained +1.3 points 93 Students	38.2 points below standard Maintained +2.7 points 177 Students

Conclusions based on this data:

- According to the state dashboard, Cecil Avenue Math and Science Academy's performance in the English Language Arts domain presents a mixed picture. Overall, all students scored in the "orange" category, indicating a collective performance 43.8 points below the standard. Similarly, our socioeconomically disadvantaged students and those with disabilities also scored in the "orange" range. However, our English learners faced greater challenges, scoring in the "red" domain with a significant 72.3 points below the standard. While this represents a decrease of 11.8 points compared to the previous assessment, it underscores the ongoing need for targeted support and resources to address the unique needs of our English learner population. As we continue to analyze data and implement effective strategies, we are committed to closing the achievement gap and ensuring that all students receive the necessary support to succeed academically.
- At Cecil Avenue Math and Science Academy, our Hispanic student population's performance in the English Language Arts domain was rated in the "orange" category, scoring 48.1 points below the standard. While this represents a decrease of 4.1 points compared to the previous assessment, it highlights the ongoing need for targeted support to address academic challenges within this subgroup. In contrast, our Filipino student subgroup demonstrated significant progress, scoring in the "blue" category with an impressive 17.1 points above the standard. This substantial increase underscores the effectiveness of interventions and instructional strategies tailored to the needs of our Filipino students, highlighting areas of success that can serve as models for further improvement across all student demographics. As we continue to analyze data and implement targeted interventions, we are dedicated to ensuring equitable opportunities and support for all students to achieve academic success.

3. In the English Language Arts domain at Cecil Avenue Math and Science Academy, our current English learners faced significant challenges, scoring 114.9 points below the standard. However, this marks a slight improvement of 7.1 points compared to the previous assessment, indicative of efforts to address their unique learning needs. In contrast, our English-only students also encountered difficulties, scoring 38.2 points below the standard. While this demonstrates a concerning performance gap, it underscores the importance of targeted support for all students, regardless of language proficiency. Remarkably, our reclassified English learners showcased remarkable progress, scoring 27.8 points above the standard and maintaining this achievement with a 1.3-point improvement. This success highlights the effectiveness of language acquisition programs and the resilience of our reclassified English learners in mastering academic English skills. As we continue to refine our instructional approaches and provide tailored support, we remain committed to ensuring all students have the resources and opportunities to succeed academically.

School and Student Performance Data

Academic Performance Mathematics

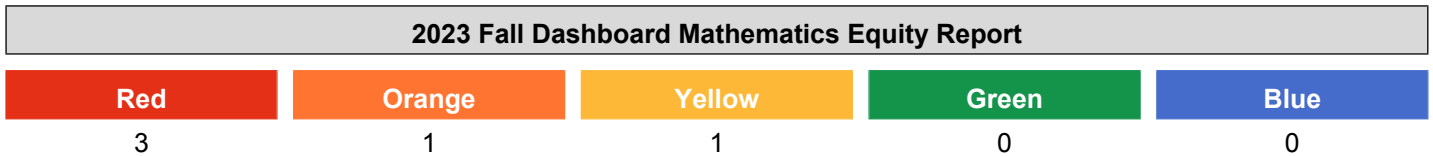
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 94 points below standard Maintained -0.8 points 578 Students	English Learners  Red 121.8 points below standard Decreased -12.3 points 311 Students	Foster Youth Less than 11 Students 2 Students
Homeless Less than 11 Students 8 Students	Socioeconomically Disadvantaged  Red 95.5 points below standard Maintained +1 points 546 Students	Students with Disabilities  Orange 187.6 points below standard Increased +9.1 points 48 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 3 Students	Less than 11 Students 1 Student	 No Performance Color 0 Students	 Yellow 28.9 points below standard Increased +13.5 points 41 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 98.4 points below standard Maintained -0.3 points 521 Students	Less than 11 Students 5 Students	Less than 11 Students 1 Student	Less than 11 Students 5 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
157.3 points below standard Decreased -13 points 218 Students	38.8 points below standard Increased +7.1 points 93 Students	82.4 points below standard Increased Significantly +15.4 points 177 Students

Conclusions based on this data:

1. The 2023 fall dashboard in mathematics at Cecil Avenue Math and Science Academy revealed that all students scored in the "orange," indicating a collective performance of 94 points below the standard. Among specific subgroups, English learners faced significant challenges, scoring 121.8 points below standard, placing them in the "red" category. Similarly, socioeconomically disadvantaged students also scored in the "red," with a performance 95.5 points below standard. Furthermore, students with disabilities, while scoring in the "orange," exhibited a substantial performance gap, trailing 187.6 points below the standard. These findings underscore the need for targeted interventions and support to address the diverse needs of our student population and ensure equitable access to mathematics proficiency for all students. As we continue to analyze data and implement strategies to support student learning, we remain committed to closing achievement gaps and fostering success for all students in mathematics.
2. According to the fall dashboard, there were notable differences in mathematics performance among demographic groups at Cecil Avenue Math and Science Academy. Hispanic students scored in the "red" category, trailing 98.4 points below the standard. This underscores the need for targeted support and interventions to address academic challenges within this subgroup. In contrast, the Filipino student group demonstrated more promising results, scoring in the "yellow" category with only 28.9 points below the standard. This highlights areas of strength within the Filipino student population and provides insights into effective instructional strategies that may benefit other demographic groups. By leveraging successful approaches and providing tailored support, we aim to improve mathematics outcomes for all students, ensuring equitable access to academic success across diverse backgrounds.

3. In the realm of mathematics at Cecil Avenue Math and Science Academy, there exists a noticeable discrepancy between the performance of current English language learners and reclassified English learners. The current English language learners find themselves at a challenging position, scoring 157.3 points below the standard, indicating substantial room for improvement. In contrast, reclassified English learners exhibit a more promising performance, scoring only 38.8 points below the standard, and even showing a commendable increase of 7.1 points. This achievement underscores the effectiveness of language acquisition programs and the dedication of reclassified English learners in mastering mathematical concepts. Moreover, the English-only group, while still facing challenges, displayed significant improvement, scoring 82.4 points below the standard with a notable increase of 15.4 points. These findings highlight the importance of targeted support and intervention strategies to address the diverse needs of our student population, ensuring equitable access to mathematical proficiency for all students.

School and Student Performance Data

Academic Performance English Learner Progress

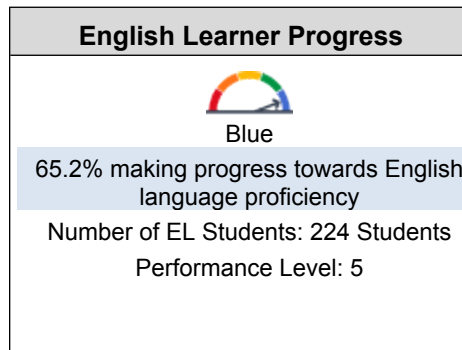
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



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

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
18	60	6	140

Conclusions based on this data:

- Our English learners at Cecil Avenue Math and Science Academy have achieved a remarkable milestone, scoring 65.2 points above the standard in English language proficiency, placing them in the "blue" category. This significant increase underscores their dedication and progress in mastering the English language, reflecting the effectiveness of our language acquisition programs and the hard work of both students and educators. This achievement not only demonstrates their academic growth but also highlights their resilience and determination to succeed. As we continue to support and nurture our English learners, we remain committed to fostering an inclusive learning environment where all students have the opportunity to thrive and excel.
- A significant achievement at Cecil Avenue Math and Science Academy is that 62.5% of our English learners have progressed at least one level in the English Language Proficiency Index (ELPI). This progress reflects their dedication and hard work in mastering the English language, demonstrating their commitment to academic growth and language proficiency. It also underscores the effectiveness of our language acquisition programs and the support provided to

English learners. As we celebrate this milestone, we remain dedicated to providing continued support and resources to help all students reach their full potential in language proficiency and academic success.

3. Among our English language learners at Cecil Avenue Math and Science Academy, an impressive 26.7% have maintained their English Language Proficiency Index (ELPI) level at one, 2L, 2H, 3L, or 3H. This achievement reflects their dedication to language acquisition and proficiency, as well as the effectiveness of our language support programs. It also demonstrates their ability to navigate challenging academic content while mastering English language skills. As we continue to provide tailored support and resources to our English language learners, we are committed to ensuring their continued progress and success in both language acquisition and academic achievement.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow 14.8% Chronically Absent Declined Significantly -13.5 629 Students	 Yellow 15.5% Chronically Absent Declined Significantly -13.5 265 Students	Less than 11 Students 2 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students 8 Students	 Yellow 15% Chronically Absent Declined Significantly -14.8 592 Students	 Yellow 15.7% Chronically Absent Declined -20.7 51 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 3 Students	Less than 11 Students 1 Student	 No Performance Color 0 Students	 Green 4.8% Chronically Absent Declined -6.8 42 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 15.1% Chronically Absent Declined Significantly -14.5 570 Students	Less than 11 Students 6 Students	Less than 11 Students 1 Student	Less than 11 Students 6 Students

Conclusions based on this data:

1. According to the 2023 fall dashboard, chronic absenteeism at Cecil Avenue Math and Science Academy for all students is rated in the "yellow" category. This designation is based on the fact that 14.8% of students are considered chronically absent. However, there is cause for optimism as this figure represents a significant decrease of 13.5% compared to previous assessments. This improvement underscores our school's commitment to addressing attendance challenges and promoting regular school attendance among our students. By implementing targeted strategies, fostering a supportive school environment, and collaborating with families and community stakeholders, we aim to further reduce chronic absenteeism and ensure that all students have the opportunity to fully engage in their education and reach their academic potential.
2. English learners, socioeconomically disadvantaged students, and students with disabilities all exhibited chronic absentee rates between 15 to 16%, categorizing them in the "yellow" zone according to the fall dashboard. This data highlights significant and chronic absenteeism within these demographic groups, signaling potential barriers to consistent school attendance. Addressing these challenges requires targeted interventions and support tailored to the unique needs of each group. By collaborating with families, implementing attendance incentives, and providing resources to address underlying issues contributing to absenteeism, we aim to reduce chronic absenteeism and ensure all students have equal opportunities to benefit from regular school attendance and academic success.
3. At Cecil Avenue Math and Science Academy, the Filipino subgroup stands out with their commendable performance in attendance, placing them in the "green" category according to the 2023 fall dashboard. With a chronic absenteeism rate of only 4.8%, Filipino students demonstrate a strong commitment to regular school attendance, fostering a positive learning environment. Conversely, Hispanics at our school were placed in the "yellow" category due to a chronic absenteeism rate of 15.1%. This data indicates a need for targeted interventions to address attendance challenges within the Hispanic subgroup and ensure that all students have equal opportunities for academic success through consistent school attendance.

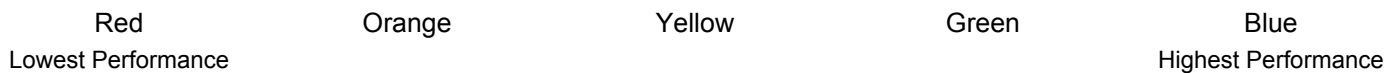
School and Student Performance Data

Academic Engagement Graduation Rate

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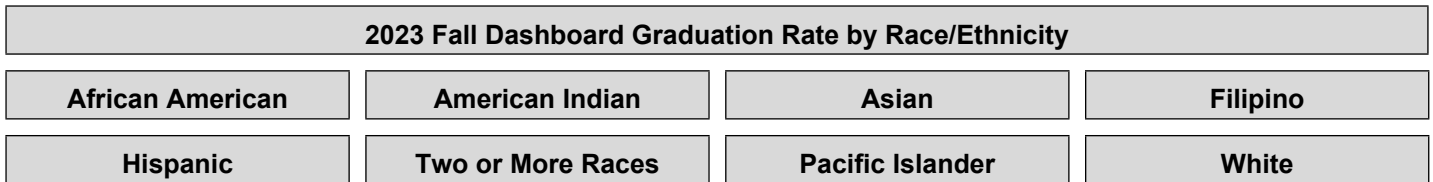
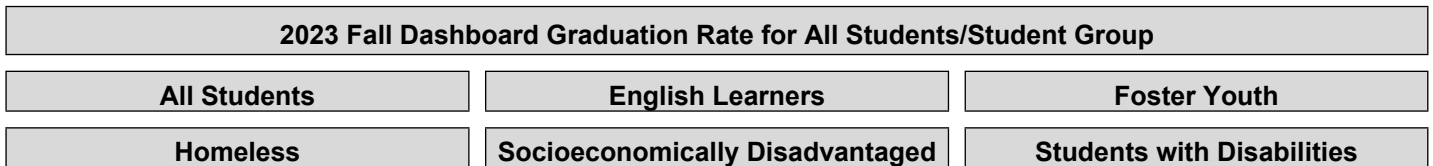
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



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



Conclusions based on this data:

1. N/A
2. N/A
3. N/A

School and Student Performance Data

Conditions & Climate Suspension Rate

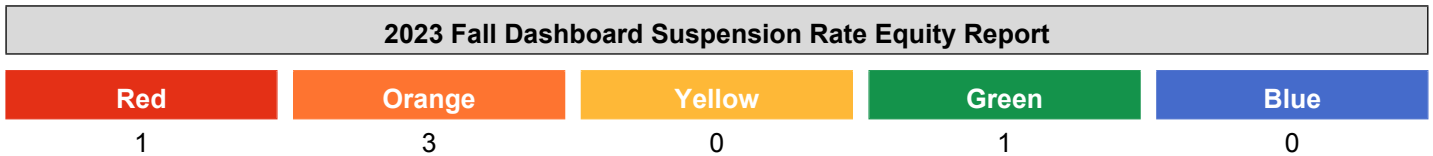
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group												
<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Orange</td> </tr> <tr> <td style="background-color: #e6f2ff;">7.3% suspended at least one day</td> </tr> <tr> <td>Increased 3.8 642 Students</td> </tr> </tbody> </table>	All Students	 Orange	7.3% suspended at least one day	Increased 3.8 642 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Orange</td> </tr> <tr> <td style="background-color: #e6f2ff;">7.7% suspended at least one day</td> </tr> <tr> <td>Increased Significantly 5.6 271 Students</td> </tr> </tbody> </table>	English Learners	 Orange	7.7% suspended at least one day	Increased Significantly 5.6 271 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Foster Youth</th> </tr> </thead> <tbody> <tr> <td>Less than 11 Students 2 Students</td> </tr> </tbody> </table>	Foster Youth	Less than 11 Students 2 Students
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2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 3 Students	Less than 11 Students 1 Student	 No Performance Color 0 Students	 Green 2.3% suspended at least one day Declined -3.4 43 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 7.4% suspended at least one day Increased Significantly 4.1 582 Students	Less than 11 Students 6 Students	Less than 11 Students 1 Student	Less than 11 Students 6 Students

Conclusions based on this data:

1. According to the 2023 fall dashboard, Cecil Avenue Math and Science Academy's suspension rate for all students stands at 7.3%, placing them in the "orange" category. This represents a notable increase of 3.8 percentage points compared to previous assessments. The rise in suspension rates underscores the importance of addressing behavioral challenges and implementing proactive strategies to promote positive school culture and student behavior. By fostering a supportive and inclusive learning environment, providing targeted interventions and support services, and promoting restorative practices, we aim to reduce suspension rates and ensure that all students have the opportunity to thrive academically and socially.
2. Among English learners at Cecil Avenue Math and Science Academy, the suspension rate reached 7.7%, marking a significant increase of 5.6 percentage points compared to previous data. Similarly, socioeconomically disadvantaged students experienced a suspension rate of 7.5%, showing a notable increase of 3.1 percentage points, placing them in the "orange" category as well. These findings highlight the importance of addressing behavioral challenges and providing additional support and resources to ensure all students, regardless of background, can thrive in a positive and inclusive school environment. By implementing targeted interventions and promoting restorative practices, we strive to reduce suspension rates and foster a culture of respect, responsibility, and belonging for all students.
3. Our Filipino student group at Cecil Avenue Math and Science Academy demonstrated exemplary behavior, with a low suspension rate of only 2.3%, marking a significant decline of 3.4% compared to previous data. This impressive performance earned them a placement in the "green" category, reflecting their commitment to positive conduct and respectful engagement in the school community. Conversely, our Hispanic student group faced challenges, with a suspension rate of 7.4%, representing an increase of 4.1%. This places them in the "orange" category, underscoring the importance of implementing targeted interventions and support strategies to address behavioral concerns and promote a safe and inclusive learning environment for all students.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

ELA/Math

Cecil Avenue will work in partnership with parents and the community to increase the quality and rigor of the core curriculum and standards based instruction in ELA, Math, Science, Social Studies, Physical Education, and ELD, to assure pupil success in career and college readiness.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Cecil Avenue Math & Science Academy will provide a world class education through a supportive learning environment that sparks and attitude if inquiry and enthusiasm for learning to ensure students success in college and career readiness. The expected outcome of this goal is to increase the quality of instruction and services for students to promote higher levels of academic achievement to ensure that students are ready for college, careers and beyond.

Identified Need

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

Cecil Avenue Math and Science Academy has a couple of areas of need as indicated by our local assessment that is used to measure academic growth for the 2022-2023 school year. The current data is as follows: In ELA, our students scored 43.8 points below standard which was a decline of 3.9. In Math, our students scored 94 points below standard which was a 0.8 decline. Based on the English Language Arts Assessment report on the California Schools Dashboard, our English Language Learner population were in the red 72.3 points below standard. Our Socioeconomically Disadvantaged group scored in the orange putting them 44.7 points below standard. In mathematics, English Language Learner population were in the red 121.8 points below standard. Our Socioeconomically Disadvantaged group scored in the red putting them 95.5 points below standard. The site will continue to focus specifically on these subgroups in the 2023-2024 school year and provide interventions as appropriate as well as professional development for teachers and administrators.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of students who are at the meet or exceed standard in ELA as measured by the CAASPP assessment.	Cecil Avenue Math & Science Academy's total population in grades 6-8 had 8.18% Exceed Standard, 29.38% Meet Standard, 20.70% Nearly Meet Standard, and 41.74% Not Meet Standard on the Smarter Balance ELA performance assessment.	Students at Cecil Avenue Math & Science Academy will increase 10% in students exceeding the standard, an increase of 5% in meeting the standard, a decrease of 3% in standard nearly met, and a 20% decrease in standard not met. The area of Listening will be our main focus as students performed poorly in this part of the assessment.
Number of students who are at the meet or exceed standard in Math as measured by the CAASPP assessment.	Cecil Avenue Math & Science Academy's total population in grades 6-8 had 7.57% Exceed Standard, 11.84% Meet Standard, 26.15% Nearly Meet Standard, and 54.44% Not Meet Standard on the Smarter Balance Math performance assessment.	Students at Cecil Avenue Math & Science Academy will increase 7% in students exceeding the standard, an increase of 10% in meeting the standard, a decrease of 3% in standard nearly met, and a 15% decrease in standard not met. The

		area of Problem Solving & Modeling/Data Analysis will be our main focus as students performed poorly in this part of the assessment.
Number of students that advance a level on the ELPAC assessment.	Initial overall ELPAC performance levels for the 240 students testing in 2022/2023 were: Level 4-25%, Level 3-36.67%, Level 2-26.67%, and Level 1-11.67%.	Cecil Avenue Math & Science Academy expects to see a 3% increase in level 4, an increase of 3% in level 3, a decrease of 2% in level 2, and a decrease of 5% in level 1.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>Establish a culture of support and intervention for pupils deemed at-risk behaviorally or academically: Cecil Avenue will implement and support the following programs with the assistance of the Site Resource teacher:</p> <p>The Site Resource Teacher will provide expertise and support at the school site level to assist in the academic achievement and success of students who are at risk academically. The Site Resource Teacher will provide specific intervention in core content areas as needed by students in grades TK-5th. The Site Resource Teacher will provide direct support to students and will monitor and track their progress. They will provide support to English Learners and to Immigrant students and monitor their progress after reclassification for four academic years. The Site Resource Teacher will actively participate in parent involvement activities, events, and committees as a member of the site leadership team. Services provided will be supplementary to the district's core program. Site Resource Teacher will have the following responsibilities:</p> <p>Title I: Resource Teacher- 80%</p> <ol style="list-style-type: none"> 1. Provide direct services to students. 2. Design and provide intervention/enrichment to students. 3. Provide Instructional resources to support intervention and enrichment programs. 4. Identify/assist in areas of student needs and provide supplemental support for students. 5. Support Teachers with student data analysis. 6. Identify, reclassify, and provide support for English Language Learners. 7. Assist with school-parent involvement/education activities. 8. Participate in and/or provide professional development. 9. Assist with local and state assessments. 10. Other related duties as assigned. <p>Priority 1, Roadmap Principal 3 (B,D)</p>	All Students	99854 Title I 1000-1999: Certificated Personnel Salaries Site Resource Teacher 38596 Title I 3000-3999: Employee Benefits Benefits

<p>1.2</p>	<p>Computer programs to help to add to rigor of instruction:</p> <p>The school will provide additional opportunities for students to build foundational skills via supplemental computer software. This software will be part of the school's technology rich environment as a supplement to their core program.</p>	<p>All students</p>	<p>5000 Title I 5000-5999: Services And Other Operating Expenditures Supplemental computer programs</p> <p>None Specified None Specified</p>
<p>1.3</p>	<p>Purchase of materials to enhance the parent-school bridge:</p> <p>In an effort to encourage parents to actively participate in their child's education, Cecil Avenue Math & Science Academy will provide all parents with educational materials to support the home-school connection.</p>	<p>All students</p>	<p>500 Title I 4000-4999: Books And Supplies Purchase the Middle School Years publication, which is distributed nine times a year.</p>
<p>1.4</p>	<p>Instructional support - Learning Coordinator</p> <p>Our site Learning Coordinator here at Cecil Avenue Math & Science Academy will assist in curriculum development, supervision of instruction, classroom delivery methods, and related curricular staff development. The Learning Coordinator will assist the site principal with achieving and maintaining standards of excellence within all curricular areas.</p> <p>A. Conducts demonstration lessons in instructional strategies and the use of appropriate instructional materials. B. Provides staff development regarding lesson design and curriculum that is aligned to the California standards. C. Conducts classroom visitations and provides support to the principal. D. Meets regularly with site and district administrators to review assessment data and assess outcomes established for grade levels and departments. E. Assists teachers in preparing, mapping and pacing for instruction. F. May assist site and grade levels with setting goals for advancement of instruction. G. Works with support staff to build a consistent intervention model. H. Will serve as a resource in identifying appropriate instructional strategies and interventions to advance student achievement. I. May participate in grade level and/or department level meetings to assist in analyzing and the utilization of assessment data to advance student achievement. J. Perform other duties as assigned</p>	<p>All students</p>	<p>104180 Title I 1000-1999: Certificated Personnel Salaries Learning Coordinator Salary 44393 Title I 3000-3999: Employee Benefits Learning Coordinator Benefits</p>

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

At Cecil Avenue Math and Science Academy, our commitment to continuous improvement were extended to our teachers, who were provided with multiple training opportunities throughout the year to enhance their instructional practices. These trainings covered a range of topics, including structural strategies to maximize instruction effectiveness. Additionally, teachers received much-needed supplies to implement what they learn at these sessions. Our Learning Coordinator played a critical role in providing support, offering intervention handouts, slides, and Interactive Achievement Blocks (IABs) for use in classrooms. He also assisted teachers in delivering high quality instruction tailored to students' needs. Furthermore, our school utilizes various programs to track and engage student progress, mitigating learning loss and ensuring targeted support and intervention are provided based on reviewed data. Through these initiatives, we empower our teachers with the tools and support they need to deliver high-quality instruction and foster academic growth among our students. We prioritized student success by providing intervention in ELA and math throughout the school day, embedded seamlessly into the curriculum for the entire year. Additionally, academies were organized to offer extra support for students who required it. Under the guidance of our learning coordinator, interventions were tailored to focus on foundational skills, with supplemental curriculum used to address specific needs. In math, interventions centered on word problems and communicative reasoning, while ELA interventions emphasized listening and writing skills. These targeted interventions aimed to strengthen student proficiency and ensure academic growth across both subjects.

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

This past year, Cecil Avenue Math and Science Academy successfully executed our planned strategies with no major deviations from our intended implementation. We effectively incorporated all strategies with the overarching goal of providing comprehensive support to both our students and staff. Our efforts were focused on fostering strong communication and collaboration between home and school, ensuring that families remained engaged and informed throughout the academic year. By staying true to our intended actions, we were able to maintain consistency and cohesion in our approach, ultimately enhancing the learning experience and support system for our entire school community.

Due to professional development expenditures being less than anticipated, funding will be provided from another source to cover necessary expenses. Funds previously allocated for goal 1.1 will be redirected to another goal. Recognizing the crucial role of technology in the classroom, we've decided to increase funding by 1.2 by \$3000 to support computer programs that enhance rigor in our educational environment. Additionally, emphasizing the importance of fostering strong parent-school connections, we've allocated an additional \$500 to further this initiative. Moreover, we've augmented funding for our learning coordinator (1.5) to expand services at the site, ensuring comprehensive support for our students' academic growth. These strategic adjustments reflect our commitment to providing a dynamic and enriching educational experience for all

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

Cecil Avenue Math and Science Academy is committed to maintaining academic excellence while continuously striving for improvement. To further this goal, we are allocating additional funding to action 5. This investment will ensure that our students receive the support and resources they need to excel academically. The learning coordinator will play a pivotal role in implementing targeted interventions, coordinating educational programs, and providing individualized support to students. By prioritizing the enhancement of our learning environment, we aim to foster a culture of continuous learning and achievement at Cecil Avenue Math and Science Academy.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Safe & Positive Learning Environment

All pupils need to be connected to school in a safe and secure learning environment that is engaging and stimulating and supports all pupils with special attention to English Learners, Long Term English Learners, Foster Youth, and all other sub-groups identified as low-performing groups.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will be provided a safe and secure learning environment that is engaging and stimulating and supports all students with special attention to our English Learners, Long Term English Learners, Foster Youth and all other sub groups identified as low performing groups. The expected measurable outcome for this goal is an increase in student attendance rates, decreased suspension rates and increased levels of student connectedness.

Identified Need

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

Examination of data from sources such as CALPADS, the SIS platform, the CA Healthy Kids Survey, the California School Dashboard, and local surveys underscores the imperative for additional measures aimed at enhancing student connectedness and engagement. Notably, current statistics reveal an overall attendance rate of 95.4%, a chronic absenteeism rate of 13.41%, a suspension rate of 7.3%. The institution remains steadfast in its commitment to actively encourage students to prioritize attendance and actively engage in their educational journey. We would like to see an increase of 1.6% to our attendance rate with an overall goal of 97%. A reduction of 5% to our chronic absenteeism rate to an overall rate of 8.41%.

Pupil Engagement:

- - Increased and enhanced opportunities and incentives for pupils to engage and participate in school events.
- - Attendance at school events, clubs, and activities

School Climate:

- - Attendance rate school-wide, and individual pupil absences and chronic absenteeism
- - Discipline rates through the number of referrals and suspensions
- - Monitor GPAs each trimester of low-performing pupils
- - Assessment results from English Language Proficiency Assessments for California test (ELPAC) and California Assessment of Student Performance and Progress (CAASPP)
- - Pupil Surveys

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of students suspended as indicated on the California School Dashboard.	Cecil Avenue Math & Science Academy had a 7.3% suspension rate for the 2022/2023 school year showing a 4.21% increase in the overall suspension rate.	Decrease the overall suspension rate 2% from the previous school year of 7.3%.
Number of students who are chronically absent as indicated on the California School Dashboard.	Cecil Avenue Math & Science Academy had a 13.41% Chronic Absenteeism rate for the 2022/2023 school year showing a decrease of .23%.	Decrease Chronic Absenteeism rate an additional 5% from the previous school year of 14.8%.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	CAMSA will continue to hold MTSS meetings to promote student safety, build school culture, and continued support of staff and students. Student learning is affected by school culture and the more the school can do to create a positive learning environment, the better success students will have in and out of the classroom. Funding will help support the positive learning environment through the purchase of culture-building videos and curriculum for use in the classroom. Student learning is also affected by a sense of safety so when students feel safe, their productivity in the classroom will increase. We will continue to create a sense of safety with the purchase of safety videos and holding safety assemblies in conjunction with the Delano Police Department.	All Students	500 Title I 4000-4999: Books And Supplies Supplies for meetings and to carryout actions
2.2	CAMSA will promote a positive school culture by providing culture-building activities for students, parents, and staff throughout the year. These include family night, paint night, parent education night, and coffee with the principal, to name a few. CAMSA will continue to provide informative meetings and literature for parents and students to address issues such as gang awareness, drugs, bullying, and communication.	All Students	1215 Title I Part A: Parent Involvement 4000-4999: Books And Supplies Various costs for operating these culture building and informative parent meetings 2179 Title I Part A: Parent Involvement 1000-1999: Certificated Personnel Salaries Teachers involved with after school meetings 612 Title I Part A: Parent Involvement 3000-3999: Employee Benefits Benefits

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

The overall implementation of our goal and strategies proved to be highly effective, largely due to the invaluable contributions of our site resource teacher. Her expertise and support played a pivotal role in assisting students who were academically at risk, ensuring their academic achievement and success. The site resource teacher provided targeted interventions in core content areas, offering direct support and closely monitoring student progress. Additionally, she extended support to English learners and immigrant students, particularly after reclassification, to ensure their continued progress and success. Furthermore, as an active member of the site leadership team, the site resource teacher participated in parent-involved activities, events, and committees, contributing to a strong sense of community and partnership between home and school. Moreover, MTSS meetings were held to prioritize student safety and build a positive school culture, providing ongoing support for both staff and students. Cecil Avenue also organized numerous activities throughout the school year aimed at fostering a positive school culture, including family nights, paint and cookie making nights, coffee with the principal, and more, reinforcing our commitment to creating a welcoming and supportive environment for all members of our school community.

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

Throughout the implementation process, Cecil Avenue Math and Science Academy successfully maintained alignment between our intended actions and their execution to meet our articulated goal. No major differences were observed, indicating a consistent and effective approach. This cohesion ensured that our strategies were executed as planned, contributing to the achievement of our overarching goal. By adhering closely to our intended actions, we were able to maximize the impact of our efforts and effectively support the academic success and well-being of our students and staff. Moving forward, we have decided to increase allocation to 2.2 to bolster our efforts in effectively achieving our MTSS goal of promoting safety and fostering a positive school culture while continuing to support both students and staff. We underspent by \$4000 but anticipate an increased expenditures based on our goal of increasing our efforts to promote the parent school bridge. Additionally, we have allocated additional funding to promote a positive school culture by organizing culture-building activities for students, parents, and staff throughout the year. These strategic investments aim to create a nurturing and supportive environment that enhances the overall educational experience for everyone involved. We also underspent by \$2000 but will make an increased effort to build culture on our campus.

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

After careful review and assessment, Cecil Avenue Math and Science Academy has decided not to make any changes to our current goal and associated actions. We firmly believe that the strategies we have in place are effective and sufficiently address the needs of our school community. Therefore, we will continue to utilize these actions moving forward, confident in their ability to support our students and staff in achieving academic success and fostering a positive learning environment.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

21st Century Learning

Implement a 21st Century learning community of pupils and parents by building a culture with opportunities for advancement in Science, Technology, Engineering, Art, and Mathematics, that promotes an academically, socially, and emotionally competent pupil.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Cecil Avenue Math & Science Academy will implement a 21st Century learning community of students and parents by building a culture with opportunities for advancement and increase access to a broad course of study including Science, Technology, Engineering, Arts, and Mathematics and promoting higher levels of parent engagement.

Identified Need

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

The school recognized the necessity to enrich its existing music and arts curriculum throughout the entire institution. Additionally, there is a concerted effort to increase Science, Technology, Engineering, Arts, and Mathematics (STEAM) initiatives. Considering the anticipated trends in career opportunities, the emphasis on these disciplines is crucial. Cecil Avenue had been lacking in advanced course offerings tailored to our high-achieving students, thus failing to adequately prepare them for advanced placement in high school.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of students enrolled in advanced courses. Evidence through class schedules. Number of parent participants as indicated through sign-in sheets or participation lists.	100% of students had access to ELA, Math, Science, Social Studies, PE, and Music. In addition, 100% of qualifying students attended high school courses. Based on sign-in sheets, CAMSA had a significant increase in parent participation. Parent activities included: awards assemblies, rallies, parent education nights, parent conferences, data talks, etc.	At Cecil Avenue Math and Science Academy, we will continue to ensure that 100% of our students will maintain access to essential subjects such as ELA, math, science, social studies, physical education, and music. Additionally, we remain dedicated to fostering parental involvement, with a targeted goal of 10% participation from parents actively engaging in school activities. By providing comprehensive academic programs and promoting strong parental engagement, we aim to create a supportive and enriching learning environment for all our students.
Number of students participating in extended day and summer school. Evidence through class schedules and program attendance records.	100% of unduplicated pupils, including students with exceptional needs, have been provided with extended learning opportunities, including access to extended day intervention and homework support, and Summer School. Evidenced through class	100% of students with exceptional needs will continue to have access to extended learning opportunities, including intervention, homework support, and summer school.

	schedules and program attendance records.	
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Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	CAMSA will continue with the purchasing of software and technology to enhance the STEAM initiative. The use of the software and technology will supplement instruction to promote student learning.	All Students	10000 Title I 4000-4999: Books And Supplies Classroom technology upgrades for instruction and student learning. 3114 Title I 4000-4999: Books And Supplies Supplies
3.2	CAMSA will promote the development and implementation of a school-wide STEAM program to supplement instruction. This will include training and conference attendance for staff and the purchase of materials used for a school-wide STEAM initiative.	All Students	1600 Title I 4000-4999: Books And Supplies Instructional materials for STEAM 500 Title I 1000-1999: Certificated Personnel Salaries STEAM conferences as professional development for STEAM initiative 1694 Title I 4000-4999: Books And Supplies Supplies 140 Title I 3000-3999: Employee Benefits Benefits

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Cecil Avenue Math and Science Academy has made significant strides in building the professional capacity of our teachers through a multitude of professional development opportunities. Throughout the year, teachers participated in workshops and training sessions focused on various areas such as thinking maps, book studies, and structured teacher planning time. Additionally, specific conferences were organized to enhance teachers' expertise in their respective content areas. Moreover, our school hosted career days where speakers from diverse professions shared insights with

students, providing valuable exposure to potential career paths. To further support college readiness, students benefited from college themed days and visitations, illuminating post-high school education opportunities. We continued our commitment to enhancing STEAM initiatives by investing in software and technology and providing professional development for teachers to integrate these tools effectively into instruction. This approach not only supplements learning but also ensures students are prepared for the demands of the future. Moving forward, Cecil Avenue Math and Science Academy remains dedicated to promoting the development and implementation of a schoolwide STEAM program, including ongoing training and support for teachers and the acquisition of materials essential for its success.

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

In light of the limited availability of funds allocated for professional development goal 3.1, we have decided to reallocate resources from a different funding source to address this need. Building upon the success of our recent career day, we are increasing funding towards goal 3.2 to enhance our efforts in recruiting additional speakers and expanding opportunities for student engagement. Additionally, we will allocate extra funds towards college visitation trips to further support our students' exploration of post-secondary options. Recognizing the importance of equipping classrooms with essential supplies and technology, we are allocating an additional \$10,000 towards goal 3.3 to ensure our learning environments remain conducive to academic success. Furthermore, we remain committed to promoting the development of a schoolwide STEAM program as outlined in goal 3.4, enriching instruction and fostering interdisciplinary learning opportunities for our students. These strategic adjustments reflect our dedication to providing enriching experiences and resources to support the holistic development of our school community.

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

Cecil Avenue Math and Science Academy has decided not to make any changes to our current goal and associated actions. We firmly believe that the strategies we have in place are effective and sufficiently address the needs of our school community. Therefore, we will continue to utilize these actions moving forward, confident in their ability to support our students and staff in achieving academic success and fostering a positive learning environment.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$314,077.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$314,077.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$310,071.00
Title I Part A: Parent Involvement	\$4,006.00

Subtotal of additional federal funds included for this school: \$314,077.00

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

State or Local Programs	Allocation (\$)
-------------------------	-----------------

Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$314,077.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	310,071.00	0.00
Title I Part A: Professional Development (PI Schools)	0	0.00
Title I Part A: Parent Involvement	4,006.00	0.00
Title I Part A: Allocation	0	0.00

Expenditures by Funding Source

Funding Source	Amount
Title I	310,071.00
Title I Part A: Parent Involvement	4,006.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	206,713.00
3000-3999: Employee Benefits	83,741.00
4000-4999: Books And Supplies	18,623.00
5000-5999: Services And Other Operating Expenditures	5,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	204,534.00
3000-3999: Employee Benefits	Title I	83,129.00
4000-4999: Books And Supplies	Title I	17,408.00
5000-5999: Services And Other Operating Expenditures	Title I	5,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	2,179.00
3000-3999: Employee Benefits	Title I Part A: Parent Involvement	612.00

4000-4999: Books And Supplies

Title I Part A: Parent Involvement

1,215.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	292,523.00
Goal 2	4,506.00
Goal 3	17,048.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Lionel Reyna	Principal
Florentino Juarez	Parent or Community Member
Maria Huerta	Parent or Community Member
Nancy Marquez	Parent or Community Member
Ashley Munoz	Parent or Community Member
Norma Sanchez	Parent or Community Member
Rochelle Rosales	Other School Staff
Daniel Carnero	Classroom Teacher
Noemi Salazar	Classroom Teacher
Miguel Hernandez	Classroom Teacher

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.


Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

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

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

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



Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 05/25/2023.

Attested:

	Principal, Lionel Reyna on 5/30/24
	SSC Chairperson, Miguel Hernandez on 5/30/24

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

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

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

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

Requirements for the Plan

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

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

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