

Cecil Avenue Math & Science Academy

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

2025-26 School Contact Information

| | |
|--|---|
| School Name | Cecil Avenue Math & Science Academy |
| Street | 1430 Cecil Avenue |
| City, State, Zip | Delano, CA 93215-1444 |
| Phone Number | (661) 721-5030 |
| Principal | Lionel Reyna |
| Email Address | LReyna@duesd.org |
| School Website | https://camsa.duesd.org/parents/school-accountability-report-card-sarc/school- |
| Grade Span | 6-8 |
| County-District-School (CDS) Code | 15634046009351 |

2025-26 District Contact Information

| | |
|-------------------------|---------------------------------------|
| District Name | Cecil Avenue Math and Science Academy |
| Phone Number | (661) 721-5000 |
| Superintendent | Mrs. Rosalina Rivera |
| Email Address | rrivera@duesd.org |
| District Website | www.duesd.org |

2025-26 School Description and Mission Statement

School Description:

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

VISION

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

MISSION

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

About this School

2024-25 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 6 | 195 |
| Grade 7 | 192 |
| Grade 8 | 198 |
| Total Enrollment | 585 |

2024-25 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Female | 47 |
| Male | 53 |
| American Indian or Alaska Native | 0.2 |
| Asian | 0.3 |
| Black or African American | 0.3 |
| Filipino | 7.9 |
| Hispanic or Latino | 89.9 |
| Two or More Races | 0.5 |
| White | 0.5 |
| English Learners | 29.6 |
| Homeless | 2.2 |
| Migrant | 2.9 |
| Socioeconomically Disadvantaged | 91.8 |
| Students with Disabilities | 6.7 |

A. Conditions of Learning **State Priority: Basic**

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

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

2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 17.5 | 58.69 | 254 | 78.24 | 234405.2 | 84 |
| Intern Credential Holders Properly Assigned | 3.1 | 10.59 | 11.1 | 3.44 | 4853 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 2 | 6.7 | 22.6 | 6.98 | 12001.5 | 4.3 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 1 | 3.35 | 6.6 | 2.05 | 11953.1 | 4.28 |
| Unknown/Incomplete/NA | 6.1 | 20.64 | 30.1 | 9.29 | 15831.9 | 5.67 |
| Total Teaching Positions | 29.8 | 100 | 324.7 | 100 | 279044.8 | 100 |

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

2022-23 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 22.6 | 78.39 | 258.9 | 83.18 | 231142.4 | 83.24 |
| Intern Credential Holders Properly Assigned | 0.5 | 1.73 | 8.9 | 2.89 | 5566.4 | 2 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 3.2 | 11.29 | 24.5 | 7.89 | 14938.3 | 5.38 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0 | 0 | 0 | 0 | 11746.9 | 4.23 |
| Unknown/Incomplete/NA | 2.4 | 8.56 | 18.7 | 6.03 | 14303.8 | 5.15 |
| Total Teaching Positions | 28.8 | 100 | 311.2 | 100 | 277698 | 100 |

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

2023-24 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 22.3 | 82.06 | 256.8 | 84.01 | 230039.4 | 100 |
| Intern Credential Holders Properly Assigned | 0.9 | 3.64 | 10.5 | 3.46 | 6213.8 | 2.23 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 2.2 | 8.13 | 13.1 | 4.29 | 16855 | 6.04 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0 | 0 | 1.5 | 0.51 | 12112.8 | 4.34 |
| Unknown/Incomplete/NA | 1.6 | 6.1 | 23.6 | 7.72 | 13705.8 | 4.91 |
| Total Teaching Positions | 27.2 | 100 | 305.7 | 100 | 278927.1 | 100 |

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

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

| Authorization/Assignment | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| Permits and Waivers | 1.00 | 0.9 | 1 |
| Misassignments | 1.00 | 2.2 | 1.2 |
| Vacant Positions | 0.00 | 0 | 0 |
| Total Teachers Without Credentials and Misassignments | 2.00 | 3.2 | 2.2 |

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

| Indicator | 2021-22 | 2022-23 | 2023-24 |
|---|---------|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 1.00 | 0 | 0 |
| Local Assignment Options | 0.00 | 0 | 0 |
| Total Out-of-Field Teachers | 1.00 | 0 | 0 |

Class Assignments

| Indicator | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 3.8 | 5.2 | 4.1 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0.6 | 0 | 0 |

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

Year and month in which the data were collected

September 2025

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

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

School Facility Conditions and Planned Improvements

Cecil Avenue Math and Science Academy was originally built in 1934. The school has a total of 34 classrooms (28 permanent and 5 portable), an auditorium, a library/resource building, two fitness labs, a cafeteria, a gym, and an administration building. The District takes great efforts to ensure that all schools are clean, safe, and functional. All bathrooms, classrooms, and offices are cleaned daily. Students are encouraged to help keep the campus clean by recycling. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process called IncidentIQ™ is used to ensure efficient service and that emergency repairs are given the highest priority.

Year and month of the most recent FIT report

8/2025

School Facility Conditions and Planned Improvements

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

Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
| X | | | |

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

| Subject | School 2023-24 | School 2024-25 | District 2023-24 | District 2024-25 | State 2023-24 | State 2024-25 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 40 | 46 | 47 | 49 | 47 | 48 |
| Mathematics (grades 3-8 and 11) | 22 | 27 | 33 | 35 | 35 | 37 |

2024-25 CAASPP Test Results in ELA by Student Group

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

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

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

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

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 603 | 591 | 98.01 | 1.99 | 45.85 |
| Female | 277 | 273 | 98.56 | 1.44 | 53.11 |
| Male | 326 | 318 | 97.55 | 2.45 | 39.62 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 46 | 44 | 95.65 | 4.35 | 68.18 |
| Hispanic or Latino | 542 | 532 | 98.15 | 1.85 | 44.17 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | 184 | 173 | 94.02 | 5.98 | 13.29 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 19 | 19 | 100.00 | 0.00 | 15.79 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 560 | 549 | 98.04 | 1.96 | 43.90 |
| Students Receiving Migrant Education Services | 34 | 29 | 85.29 | 14.71 | 34.48 |
| Students with Disabilities | 41 | 40 | 97.56 | 2.44 | 15.00 |

2024-25 CAASPP Test Results in Math by Student Group

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

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

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

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 602 | 601 | 99.83 | 0.17 | 27.29 |
| Female | 277 | 277 | 100.00 | 0.00 | 25.63 |
| Male | 325 | 324 | 99.69 | 0.31 | 28.70 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 46 | 46 | 100.00 | 0.00 | 45.65 |
| Hispanic or Latino | 541 | 540 | 99.82 | 0.18 | 25.74 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | 184 | 184 | 100.00 | 0.00 | 3.26 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 19 | 19 | 100.00 | 0.00 | 15.79 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 559 | 559 | 100.00 | 0.00 | 25.40 |
| Students Receiving Migrant Education Services | 34 | 34 | 100.00 | 0.00 | 17.65 |
| Students with Disabilities | 41 | 40 | 97.56 | 2.44 | 12.50 |

CAASPP Test Results in Science for All Students

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

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

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

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

| Subject | School 2023-24 | School 2024-25 | District 2023-24 | District 2024-25 | State 2023-24 | State 2024-25 |
|---|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | 12.88 | 19.9 | 26.61 | 27.86 | 30.73 | 32.33 |

2024-25 CAASPP Test Results in Science by Student Group

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

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 201 | 201 | 100.00 | 0.00 | 19.90 |
| Female | 94 | 94 | 100.00 | 0.00 | 22.34 |
| Male | 107 | 107 | 100.00 | 0.00 | 17.76 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | 15 | 15 | 100.00 | 0.00 | 40.00 |
| Hispanic or Latino | 179 | 179 | 100.00 | 0.00 | 18.44 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | 60 | 60 | 100.00 | 0.00 | 0.00 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 187 | 187 | 100.00 | 0.00 | 18.18 |
| Students Receiving Migrant Education Services | 14 | 14 | 100.00 | 0.00 | 7.14 |
| Students with Disabilities | 13 | 13 | 100.00 | 0.00 | 15.38 |

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|-------------|-------------------------------|---|--|--|--------------------------|
| Grade 7 | 99.7 | 99.7 | 99.7 | 99.7 | 99.7 |

C. Engagement

State Priority: Parental Involvement

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

2025-26 Opportunities for Parental Involvement

Cecil Avenue Math and Science Academy provides many opportunities for parents to stay involved both on and off campus. Our School Site Council (SSC) and English Language Learner Advisory Council (ELAC) meet regularly to discuss curriculum, instruction, and parent involvement. Parents can also attend Back to School Night, parent-teacher conferences, and other events such as Parent Education Night, Parent University, awards programs, paint nights, and school carnivals. Parents can track their child's progress through the Aeries Parent Portal and Google Classroom, with teachers updating gradebooks every two weeks. To keep families informed, the school shares updates through its website, marquee, social media pages, ParentSquare, and printed fliers.

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

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

2024-25 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 642 | 624 | 31 | 5.0 |
| Female | 303 | 293 | 14 | 4.8 |
| Male | 339 | 331 | 17 | 5.1 |
| Non-Binary | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- |
| Filipino | 47 | 47 | 0 | 0.0 |
| Hispanic or Latino | 580 | 563 | 29 | 5.2 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| White | -- | -- | -- | -- |
| English Learners | 205 | 198 | 11 | 5.6 |
| Foster Youth | -- | -- | -- | -- |
| Homeless | 22 | 21 | 2 | 9.5 |
| Socioeconomically Disadvantaged | 598 | 583 | 30 | 5.1 |
| Students Receiving Migrant Education Services | 40 | 39 | 1 | 2.6 |
| Students with Disabilities | 46 | 41 | 2 | 4.9 |

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

| Suspensions | | | | | | | | |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| 7.48 | 5.52 | 1.4 | 1.82 | 2.02 | 0.89 | 3.6 | 3.28 | 2.94 |

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

This table displays expulsions data.

| Expulsions | | | | | | | | |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| 0 | 0 | 0 | 0.08 | 0 | 0.02 | 0.08 | 0.07 | 0.06 |

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

2024-25 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 1.40 | 0.00 |
| Female | 1.32 | 0.00 |
| Male | 1.47 | 0.00 |
| Non-Binary | 0.00 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 0.00 | 0.00 |
| Black or African American | 0.00 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 1.21 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| White | 0.00 | 0.00 |
| English Learners | 1.95 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 9.09 | 0.00 |
| Socioeconomically Disadvantaged | 1.34 | 0.00 |
| Students Receiving Migrant Education Services | 2.50 | 0.00 |
| Students with Disabilities | 2.17 | 0.00 |

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

2025-26 School Safety Plan

Student safety is a priority. Cecil Avenue employs a 2 full-time campus supervisors who patrol the school grounds before, during, and after school. In addition, Cecil Avenue has accessibility to the district's full-time School Resource Officer (SRO) who visits campus and provides site administration with support on home visits and educational discussions with students. Our School Resource Officer is always available for specific situations when necessary. Administration, classroom teachers, HIT Tutors, and noon-duty aides provide ongoing support for students needing help with homework and with specific behavior needs.

Detailed steps for staff to follow for all emergency situations are also included in the safety plan with safety drills continuing to be reviewed and practiced on a yearly basis. Continual improvement of school climate is also a focus of Cecil Avenue with the incorporation of our Multi-Tiered Systems of Supports (MTSS) which include positive behavior recognition, counseling, and behavior intervention to name a few. The site has an SEL/MTSS team that meets to analyze discipline and social-emotional data to become more familiar with the needs of our staff and students. In addition, Cecil Avenue utilizes 2 Academic Behavior Intervention teachers who meet with Tier 2 students throughout the week to provide behavior intervention using the Second Step Program, Ripples Effects, and other behavior-specific lessons. Cecil Avenue also utilizes a social worker who is available daily to provide support to students needing help. The plan was last approved in January 2025 by the School Site Council; this year's plan will be reviewed, updated, and discussed by January 2026.

2022-23 Secondary Average Class Size and Class Size Distribution

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

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 24 | 11 | 29 | 0 |
| Mathematics | 22 | 11 | 11 | 0 |
| Science | 25 | 6 | 13 | 0 |
| Social Science | 23 | 7 | 14 | 0 |

2023-24 Secondary Average Class Size and Class Size Distribution

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

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 22 | 17 | 20 | |
| Mathematics | 22 | 14 | 13 | 1 |
| Science | 28 | 2 | 17 | |
| Social Science | 25 | 5 | 13 | |

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 20 | 24 | 9 | 3 |
| Mathematics | 19 | 21 | 7 | 2 |
| Science | 23 | 15 | 5 | |
| Social Science | 22 | 11 | 7 | |

2024-25 Ratio of Pupils to Academic Counselor

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

| Title | Ratio |
|------------------------------|-------|
| Pupils to Academic Counselor | 0 |

2024-25 Student Support Services Staff

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

| Title | Number of FTE Assigned to School |
|---|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 1 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | 0.5 |
| Social Worker | 1 |
| Nurse | 0.5 |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | 3.5 |

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$17,181.17 | 2,242.57 | 14,938.59 | 91,141.05 |
| District | N/A | N/A | 10,831.03 | 97,740.33 |
| Percent Difference - School Site and District | N/A | N/A | 31.9 | -7.0 |
| State | N/A | N/A | \$11,146 | \$101,700 |
| Percent Difference - School Site and State | N/A | N/A | 29.1 | -11.0 |

Fiscal Year 2024-25 Types of Services Funded

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

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Category | District Amount | State Average for Districts in Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$62,504 | \$61,597 |
| Mid-Range Teacher Salary | \$91,807 | \$98,902 |
| Highest Teacher Salary | \$122,270 | \$126,340 |
| Average Principal Salary (Elementary) | \$142,913 | \$158,383 |
| Average Principal Salary (Middle) | \$148,631 | \$165,207 |
| Average Principal Salary (High) | | \$162,237 |
| Superintendent Salary | \$279,925 | \$288,332 |
| Percent of Budget for Teacher Salaries | 29.06% | 31.29% |
| Percent of Budget for Administrative Salaries | 6.43% | 5.38% |

Professional Development

For the 2024–2025 school year, Cecil Avenue Math & Science Academy provided staff with a wide range of professional development opportunities designed to build capacity, deepen content knowledge, and strengthen instructional proficiency. Our objective was to equip teachers with the highest level of support as we continue our strong push toward high academic achievement for all students.

Professional development and areas of focus were directly informed by our SBAC and ELPAC data. At the start of the year, departments met with site administration and resource support staff to disaggregate student performance data, identify trends, and determine factors impacting achievement. Teachers also utilized Structured Teacher Planning Time (STPT) during late-start days to analyze student scores and discuss contributing factors. Through these data-driven conversations, teachers developed targeted goals aligned to student needs. Campus administrators and resource staff then guided teachers in creating action plans to support their goals. This year, two priority areas were identified: Listening and Writing in English Language Arts, and Concepts and Procedures in Mathematics. Data also indicated an increased need for targeted support for two student groups—special education students and English Learners.

Professional development was delivered through multiple formats. Administration collaborated with school leadership to identify needed support, followed by ongoing check-ins throughout the year to monitor progress and adjust plans as necessary. Teachers also received individualized mentoring from campus administrators and district coaches. Support for English Learners was strengthened through coaching provided by the district ELA coach and site administrators. In Mathematics, teachers engaged in a series of meetings with the Learning Coordinator to address key areas of concern. Additionally, teachers regularly reviewed IXL and STAR Assessment data to guide instruction and refine mentoring efforts in both Math and English.

Throughout the year, teachers participated in several trainings to enhance their professional practice. A Thinking Maps refresher supported staff in effectively using visual learning tools that promote critical thinking and communication. Staff also received Social-Emotional Learning (SEL) professional development to reinforce strategies that help students understand and manage emotions, set and achieve goals, build empathy, maintain positive relationships, and make responsible decisions.

Ongoing support continued through in-class coaching provided by district coaches, resource staff, and campus administrators. Student progress was monitored through the IXL diagnostic platform, and instructional adjustments were made as needed to ensure continued growth and success.

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

| Subject | 2023-24 | 2024-25 | 2025-26 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 10 | 10 | 20 |