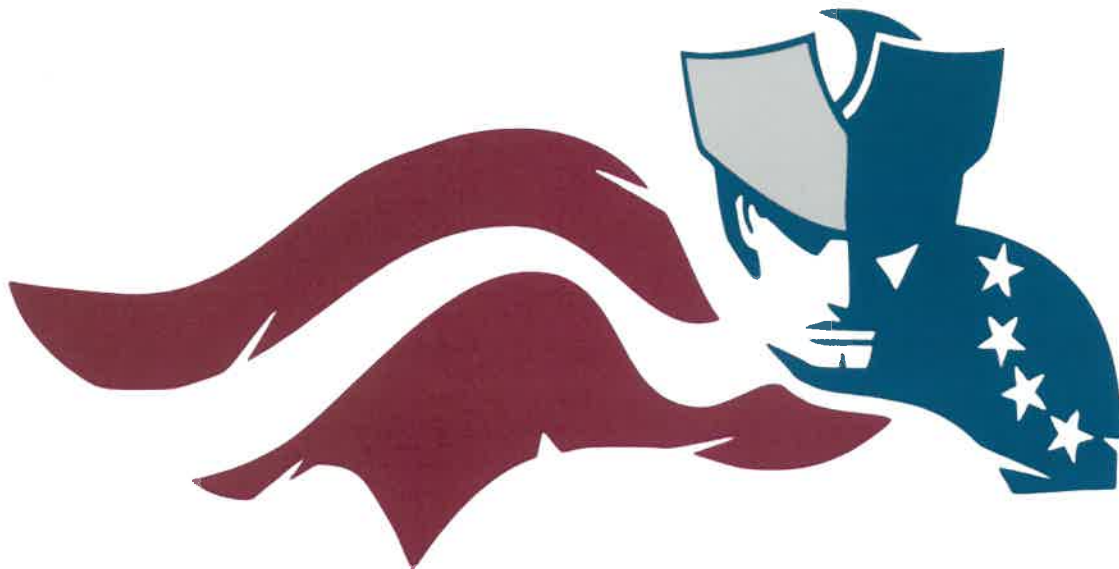


Cecil Avenue Math and Science Academy

A District Charter School



Charter School Renewal Petition
Delano Union School District

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ELEMENT 1: EDUCATIONAL PROGRAM

EDUCATIONAL PHILOSOPHY AND MISSION

The mission of the school is to serve 6-8 grade students by:

- Preparing students to become responsible, educated citizens who have the skills and understanding to participate and work productively in a diverse, multicultural, globally oriented environment and who are ready to carry the torch of knowledge, freedom, and prosperity that has been passed from one generation to another in this great country.
- Providing a sound educational plan with emphasis on math, science, and technology.
- Providing a rigorous, innovative, and challenging enhanced curriculum with a focus on preparing students to attend the universities of their choice.

School Profile:

Alignment of curriculum, instruction and materials to content and performance standards:

To ensure students are college and career ready, Cecil Avenue provides a rigorous, academic curriculum within a student-centered environment, which enables our students to be successful in further academic pursuits. All students are held to high academic and behavioral standards and are encouraged to perform service to the greater community.

Curriculum:

Teachers at Cecil Avenue Math & Science Academy utilize the board adopted curriculum for the appropriate grade level. Pacing guides are utilized to assist with planning of instruction. Teachers create their objectives for the day based on the content standards. Teachers plan collaboratively within and across grade levels to further articulate pupil learning and development.

Instruction:

Instructional design is developed by teachers according to pacing guides, curriculum standards and on-going planning. Staff is monitored to ensure that best practices are taking place daily in every classroom through frequent walk through observations by administration, lesson plan design, and summative evaluations. District and the site Learning Coordinator assist teachers to ensure that best practices are utilized. The staff systematically embeds and utilizes ELD strategies in all content areas. These strategies include but are not limited to the following: Think-Pair-Share, Think-Write-Pair-Share, Thinking Maps, whiteboards, sentence frames, 4L

listening techniques (Kate Kinsella), realia, Frayer model visual vocabulary, Cornell notes, and various reading strategies such as GIST, jigsaw and partner read. Staff utilizes flex group and small group instruction when appropriate.

Data Driven Instruction:

Standards-based District benchmark assessments are administered at regular intervals throughout the school year. Additionally, Common Formative Assessments are utilized to drive daily instruction. Departments meet regularly to analyze assessment data, using tools such as Illuminate, and make necessary adjustments to instruction.

Intervention:

While quality first instruction is key to academic success, struggling pupils will need additional intervention for mastery of standards. Pupils will receive differentiated instruction based on their needs during designated ELD time in English/Language Arts classes. Additionally, students are placed in intervention classes during elective/intervention periods. Academic coaches/specialists provide individual student support on an as-needed basis. Additional services provided to pupils include, but are not limited to: After-School Academies, After School Intervention (CASA), POWER (ASES) program, Migrant, GATE, and Special Education services.

Students are initially selected for programs such as elective/intervention classes and After-School Academies using SBAC scores, ELPAC scores, as well as teacher/administrator/parent recommendation. Student progress, including, but not limited to SBAC and ELPAC scores, is analyzed to determine program efficacy. Intervention classes held during the elective/intervention period use the following resources to help students close the achievement gap:

- Teacher-created intervention materials (ELA/Mathematics)
- Social Studies Primary Source/Differentiated Readers (ELA)
- Core curriculum supplemental materials (ELA/Mathematics)

Teachers and/or administration will initiate the Student Assistance Team (SAT) process for pupils as necessary. The SAT team, composed of various members, including, but not limited to classroom teacher(s), administrator(s), school psychologist, nurse, social worker, academic counselor, resource teacher, and the parent/guardian, meet to discuss the pupil's low classroom performance, needs, and response to teacher intervention. The SAT team develops an action and monitoring plan for the pupil. A follow up meeting is scheduled to review pupil progress and next steps. If a pupil does not show appropriate growth over time, a special education referral may be initiated.

Enrichment/Electives:

A variety of enrichment opportunities are available for students, such as the following:

- Oral Language Festival
- Spelling Bee
- Math Field Day
- Science Fair (school/District/County/State levels)
- Henry Greve Speech Contest
- GATE Festival
- District/County/State Honor Music Festivals
- STEAM Fair/ Civil War Day/Ancient Civilizations Day
- Extracurricular clubs: Robotics, Art, Sports, Technology, Yearbook
- Band/Choir/Color Guard

Additionally, CAMSA offers an elective/intervention period during the regularly scheduled school day. Students have an opportunity to choose from a variety of electives such as:

- Band
- Drama
- Computer Literacy/Technological Writing
- Strong Bodies
- Action Labs
- STEM
- AVID/College Readiness
- Geography and Natural Disasters
- Career Pathways
- Robotics

Incentive programs:

Incentive programs at Cecil Avenue Math & Science Academy include but are not limited to:

- Various fun events are planned each trimester for students for students who have demonstrated good behavior.
- Dances are offered during the school year for students who meet behavioral/attendance criteria.
- After school Academy attendance incentives
- Trimester Awards assemblies
- TDAP Vaccination incentives
- Graduation incentives (honors by subject, Top Scholars receive Ipads and wear Cords for students with a 4.0 GPA and above.

Computers and Technology:

Cecil Avenue Math & Science Academy pupils are exposed to technology and basic computer skills. CAMSA has worked hard toward having a student/computer ratio of 1:1. Schoolwide wireless Internet access is available in all classrooms. In addition, all classrooms are equipped with a Chromebook lab for daily use during the school day. Teachers are provided with document cameras and projectors to utilize and maximize instruction. TI-Nspire graphing calculators and accompanying teacher software are available for incorporation in mathematics instruction. Electronic tuners/metronomes are available for student use in the music department.

Visual and Performing Arts:

Students have the opportunity to study vocal and instrumental music through an elective period and a pull-out program during the school day. Students can become members of the color guard that marches and dances along with the instrumentalists in parades. Music students perform in parades, concerts, and programs multiple times during the school year. Daily drama, art, and instrumental music classes are offered as a part of the elective/intervention program. The following opportunities are also available to interested students:

- District Honor Band
- District Jazz Band
- County Honor Band/Orchestra/Chorus
- California All-State Band
- Art/Poster competitions

Special Education Program Overview:

Cecil Avenue Math and Science Academy complies with all applicable state and federal special education laws and regulations, including, but not limited to, the Individuals with Disabilities in Education Improvement Act 2004 (IDEIA 2004/IDEA 2004), the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act (Section 504).

The Delano Union School District supported by the Kern County Office of Education and the Regional SELPA program provide services to Cecil Avenue Math & Science Academy pupils.

SELPA Membership and Supervision

CAMSA operates as a public school of the District and DUSD shall serve, in the area of special education, the pupils of Cecil Avenue Math & Science Academy in the same manner as other pupils of the district in accordance with each pupil's Individualized Education Program (IEP).

Cecil Avenue Math & Science Academy recognizes that in accordance with Education Code Section 47646(c), as long as Cecil Avenue Math & Science Academy remains a public school of the district for special education purposes, it shall pay its fair share of district-wide unfunded special education costs out of its general funds.

Compliance with Federal, State and Local Special Education Laws

Cecil Avenue Math & Science Academy will comply with all federal, state and district special education policies and procedures. This includes using the district's special education procedures as a guideline for serving the identified special education pupils and the guidelines for identifying pupils who may need special education services. Cecil Avenue Math & Science Academy abides by the special education laws requiring schools to stay in compliance with all mandated timelines. Cecil Avenue Math & Science Academy adheres to and monitors those timelines.

Cecil Avenue Math & Science Academy also understands its obligation to enroll any pupil with a disability who wishes to attend Cecil Avenue Math & Science Academy. All families are provided a notice via the enrollment packet of special education services available at the district. Not all services are available at every charter school or every school of the district. However, a parent retains the right to enroll his or her pupil at Cecil Avenue Math & Science Academy. In this case, Cecil Avenue Math & Science Academy agrees to hold an IEP within 30 days to review progress of the pupil and determine the school's ability to meet the needs of the pupil and to write the IEP to reflect the level of service needed.

IEP Design and Implementation Process

Cecil Avenue Math & Science Academy will comply with all federal, state and district mandates when designing and implementing a comprehensive plan for serving pupils with special education needs. This includes, but is not limited to, the following:

- Search and Serve
- Referral Process/Assessment
- The IEP Process
- Least Restrictive Environment

Search and Serve: Cecil Avenue Math & Science Academy recognizes the importance of a Student Assistance Team (SAT) in addressing the needs of struggling general education pupils. The school will follow SAT guidelines. This includes, but is not limited to the composition of a SAT Team (school administration, teachers, parents/guardians, and other school personnel who can address needs of pupils) and holding regular meetings to discuss struggling pupils in both academic and social-emotional areas, along with possible health issues affecting learning. The SAT provides an opportunity to discuss all the needs of a particular pupil and allows members of the team to share information and ideas that would improve the pupil's ability to participate in the general education class. Specific recommendations might include accommodations or modifications to the curriculum, use of alternative materials or equipment, and/or instructional strategies that will enable the pupil to participate in the classroom. The various interventions have to be implemented for a set period of time and progress on each intervention will be monitored on a regular basis. If the data collection from interventions tried suggests that the

pupil is still not making progress with the accommodations or assistance provided in the general education class, then a referral for special education assessment will be made.

Referral Process/Assessment:

Cecil Avenue Math & Science Academy recognizes the importance of exhausting all possible interventions before initiating a request for a special education assessment. In addition, teachers will provide accommodations and modifications to the general education curriculum. Specialized staff have been trained on the process should a parent/guardian request a special education assessment. Those steps include having the parent put the request in writing (or helping the parent do so if necessary) and then giving the request to the District Office.

The district special education personnel would then follow the procedures outlined in the District's Special Education Procedural Manual to begin a formal assessment for possible special education identification and services. This process includes, but is not limited to, district personnel responding to the request for assessment; providing written notice of Parents Rights and Procedural Safeguards; developing an assessment plan; and once district staff has received a signed assessment plan, appropriate district personnel will commence the assessments. The district has 60 days from receipt of the signed assessment plan to conduct all assessments and hold an IEP team meeting, at which time determination of eligibility (under one of the federal handicapping conditions) is made and an IEP is written, if applicable. Parents are notified in writing of the upcoming IEP team meeting within a reasonable period of time.

The IEP Process:

Participants in an IEP team meeting include, but are not limited to, parent/guardian, site administrator, general education teacher, special education teacher, any assessors and other personnel involved with the pupil on a regular basis. If a pupil qualifies for special education services, the IEP team develops goals based on assessed needs and performance levels. Since the charter school is a public school of the district for purposes of special education, a complete IEP is written on district forms and all participants sign the IEP document. Services do not commence until the parent/guardian has signed the IEP. Each IEP is reviewed at least annually. A parent or any school personnel can call for a review of an IEP at any time, and the review must be held within 30 days of the request. A triennial evaluation is held every three years to determine the continued need for special education services and to review progress and update goals. If appropriate and with parent permission, a total evaluation may not be necessary at the time of the triennial.

Least Restrictive Programs:

If a pupil qualifies for special education services, he or she is to receive those services in the least restrictive environment. This means that, to the maximum extent possible, pupils with identified disabilities will be educated with their non-disabled peers in general education classes. Cecil Avenue Math & Science Academy participates in the district's co-teaching initiative to provide students with the least restrictive environment and they attend class in a push in model rather than a pull out. Participation in a moderate to severe disability class only

occurs when the nature or severity of the disability is such that education in a general education setting, even with the use of supplementary aids and services, cannot be achieved satisfactorily.

Cecil Avenue Math & Science Academy will provide programs that are appropriate and meet the needs of a pupil with a disability. This includes involving all special education pupils in any school activities, such as assemblies, after school clubs, etc. Also, Cecil Avenue Math and Science Academy staff are aware of their responsibility to implement the components of each pupil's IEP. In addition, all IEPs will be maintained in accordance with state and federal pupil record confidentiality laws.

English Learners:

Cecil Avenue Math & Science Academy will meet all requirements of Federal and state laws as they pertain to providing equal educational opportunities for English Learners (EL).

Pupil registration forms request information regarding the language spoken at home. Pupils from homes where a language other than English is spoken are evaluated utilizing the English Language Proficiency Assessment for California (ELPAC) within thirty days of enrollment and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient, unless the school has proper documentation of the pupil's re-designation as Fluent English Proficient. The ELPAC will also be used for the annual assessment of each pupil's English proficiency level, along with scores on Smarter Balanced Assessment Consortium (SBAC) in English-Language Arts (ELA). Teacher observation and parent input are additional factors. Cecil Avenue Math & Science Academy will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results.

Local Control Accountability Plan ("LCAP")

On or before July 1, 2026, and each year thereafter, Cecil Avenue shall provide the District its Local Control Accountability Plan (LCAP) in accordance with Education Code sections 47606.5 and 52064. The LCAP shall include the goals and annual actions to achieve those goals as identified in the Charter pursuant to Education Code section 47605(b)(5)(A) or Section 47605.6(b)(5)(A). The LCAP and annual update shall be developed using the template adopted pursuant to Section 52064 and shall include all of the following:

1. A review of the progress toward the goals included in the Charter, an assessment of the effectiveness of the specific actions described in the Charter toward achieving the goals, and a description of changes to the specific actions Cecil Avenue will make as a result of the review and assessment.
2. A listing and description of the expenditures for the fiscal year implementing the specific actions included in the Charter as a result of the reviews and assessment required by paragraph (1). The expenditures identified in the LCAP shall be classified using the California School Accounting Manual pursuant to Section 41010.

For purposes of the review required by Section 47606.5(a), Cecil Avenue may consider qualitative information, including, but not limited to, findings that result from school quality reviews conducted pursuant to Section 52052 or any other reviews.

To the extent practicable, data reported pursuant to this requirement shall be reported in a manner consistent with how information is reported on a school accountability report card.

Cecil Avenue shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update.

LCAP Goals

#1 - Cecil Avenue Math & Science Academy endeavors to deliver an unparalleled educational experience within a nurturing atmosphere, igniting an innate curiosity and fervor for learning. Our commitment is to cultivate an environment that fosters academic excellence, preparing students for the rigors of higher education and professional endeavors. Through enhancing the caliber of instruction and support services, we aim to elevate academic attainment levels, thereby equipping our students with the requisite skills and knowledge for success in college, careers, and beyond.

#2- All students shall benefit from an environment conducive to safety, security, engagement, and stimulation, tailored to accommodate the diverse needs of our student body, with particular emphasis on English Learners, Long Term English Learners, Foster Youth, and other cohorts identified as low-performing. The anticipated outcome for this objective is a discernible rise in student attendance, a decline in suspension occurrences, and heightened levels of student cohesion.

#3- Cecil Avenue Math & Science Academy will continue in establishing a 21st Century learning community, fostering a dynamic synergy between students and parents. This endeavor will cultivate a culture ripe with avenues for progression, facilitating expanded access to a diverse array of academic disciplines, spanning Science, Technology, Engineering, Arts, and Mathematics (STEAM), while concurrently championing heightened levels of parental involvement.

ELEMENT 2: MEASURABLE PUPIL OUTCOMES

To better serve the pupils and the community, Cecil Avenue Math & Science Academy will continue to examine and update the following list of measurable pupil outcomes over time to reflect the school's mission and any changes to state or local standards that support such a mission. Should any changes to the measurable pupil outcomes be made, Cecil Avenue Math &

Science Academy will submit those changes to the Delano Union School District as an amendment to the charter.

The Cecil Avenue Math and Science Academy shall pursue the following measurable pupil outcomes:

Cecil Avenue Math & Science Academy strives to meet the goals mandated by the Every Student Succeeds Act (ESSA), as well as follow-up Federal Title 1 accountability legislation.

GRADING AND PROMOTION:

Cecil Avenue Math & Science Academy follows the Delano Union School District grading, promotion and retention policy.

California School Dashboard:

Cecil Avenue Math & Science Academy will strive to improve in all performance levels (except for those already rated as Standard Exceeded) for each state indicator on the California School Dashboard.

State Priority #1: Basic Services		
Description	Measurable Outcomes	Methods of Measurement
Ensuring all students have access to fully credentialed teachers, standards-aligned instructional materials, and safe, well-maintained facilities.	- Maintain high percentage of fully credentialed teachers - 100% of students have access to standards-aligned materials - Facilities maintained in good/exemplary condition	- CALPADS / SARC reports - Williams textbook sufficiency reports - Facility Inspection Tool (FIT) reports
State Priority #2: Implementation of State Standards		

Description	Measurable Outcomes	Methods of Measurement
Implementation of CCSS, NGSS, and ELD standards for all students.	- 100% implementation of standards - Ongoing teacher professional development - EL students make progress toward proficiency	- Classroom observations - PD participation logs - CAASPP and ELPAC results

State Priority #3: Parental Involvement

Description	Measurable Outcomes	Methods of Measurement
Seeking parent input and promoting participation in school programs.	- Increased parent participation - Active involvement in SSC/ELAC - Positive parent satisfaction	- Parent surveys - Meeting agendas and sign-ins - Participation logs

State Priority #4: Student Achievement

Description	Measurable Outcomes	Methods of Measurement
Improving student academic performance across all student groups.	- Increased ELA and Math proficiency - Improved EL progress and reclassification	- CAASPP (SBAC) - ELPAC data - California School Dashboard

- Growth on state indicators

State Priority #5: Student Engagement

Description	Measurable Outcomes	Methods of Measurement
Promoting attendance and reducing absenteeism.	- Increased ADA - Reduced chronic absenteeism - Minimal or no dropout rate	- Attendance reports -SIS platform - ADA reports - CALPADS dat

State Priority #6: School Climate

Description	Measurable Outcomes	Methods of Measurement
Creating a safe and supportive school environment.	- Reduced suspensions/expulsions - Increased student connectedness - High retention rates	- Discipline data - California School Dashboard - Climate surveys

State Priority #7: Course Access

Description	Measurable Outcomes	Methods of Measurement
Ensuring all students have access to a broad course of study.	- 100% access to all subjects - Equitable access for all subgroups	- Master schedules - Student transcripts - Enrollment data

State Priority #8: Other Student Outcomes

Description	Measurable Outcomes	Methods of Measurement
Monitoring additional student outcomes beyond state assessments.	- Improved local assessment performance - Increased success in STEAM and electives	- STAR/local assessments - Course performance data - Program participation

ELEMENT 3: ASSESSMENT PLAN

Overview of Assessment Plan:

A comprehensive assessment system is designed to track the success of our students and ultimately the success of our school. With measures matched to our philosophy and instructional intents, we are implementing a system that will enable us to systematically collect and analyze information about students' performance using:

- Criterion-referenced tests
- Norm-referenced tests
- Performance-based assessments

The performance measures we plan include both standardized tests and ongoing assessments in the various curricular areas (language arts, math, science, literature, and social studies) and

curriculum-embedded portfolio assessments. Our assessment strategy is to use a multiple set of tools that measure academic as well as non-academic skills. What follows is an assessment skeleton that we expect to grow and modify with the development of our curriculum.

Pre-assessments:

Students are placed in appropriate programs and classes based on pre-assessments as well as other data from prior academic years. Assessments used to determine a pupil's level of learning include but are not limited to: SBAC scores, ELPAC scores, teacher-generated placement examinations.

Parent/Teacher/Pupil Conferences:

At the end of the first quarter, conferences are held with parents and guardians to review progress and discuss concerns.

Interim Assessment Blocks:

Interim Assessment Blocks (IABs) are standards-based online assessments that are administered at regular intervals throughout the school year. Pupils are assessed in English Language Arts, Math, Writing, and Science. Teachers utilize the data to design and guide instruction.

State Mandated Tests:

Cecil Avenue Math & Science Academy adheres to all state mandated assessments for all eligible pupils.

Data Analysis:

Teachers use results from Common Formative Assessments, Interim Assessment Blocks, and SBAC to monitor pupil progress. Data is collected throughout the year, which allows for continual analysis. The data is used for curriculum revision, individual intervention and alignment of the curriculum with State standards. Teachers utilize data to refine instruction and make curriculum adjustments as needed throughout the school year.

Monitoring Pupil Progress Regularly:

Teachers monitor pupil progress using a variety of both formal and informal assessments. The assessment results are used to enhance instruction and aid in instructional improvement. Furthermore, the school will utilize results of state and district assessments to monitor pupil improvement and refine instructional delivery, such as redesignation rates of EL pupils, SBAC/ELPAC scores, and California School Dashboard indicators.

Compliance Review:

The information collected from the annual evaluation of program effectiveness and the monitoring of pupil progress will be used to satisfy any necessary reviews, such as Federal Program Monitoring. The information will also be used as part of the needs assessment data to revise the School Plan from year to year.

Reporting Results:

State assessment test results will be disseminated to teachers at the beginning of the school year. Parents whose child took the SBAC/ELPAC assessment(s) are mailed a parent report of their child's test results. Both local school assessment data and SBAC/ELPAC information is shared with parents during parent conferences. Test results are shared annually with all parent advisory groups. Additionally, a written Title I notification will be given to all parents of pupils eligible to receive Title I services and results are reviewed during the Title I annual parent meeting.

ELEMENT 4: GOVERNANCE STRUCTURE

The Cecil Avenue Math and Science Academy will continue to operate as a public school within the Local Education Agency (LEA) governance of the Delano Union School District (DUSD).

The Delano Union School District is solely responsible for the legal and financial operations and obligations of the Cecil Avenue Math and Science Academy. The day-to-day operational and fiscal management of Cecil Avenue Math & Science Academy will continue to be the responsibility of the district office and site administration and leadership teams. Relevant district and site staff are charged with decision-making authority designed to address daily operational and curricular issues. The evaluation of administrative and leadership teams will be based on policies and procedures adopted by the Delano Union School District Board of Education.

Public Operating Principles:

The DUSD and Cecil Avenue Math & Science Academy will comply with all laws relating to public agencies in general, and all federal laws and regulations and state codes as they pertain to charter schools specifically. DUSD and by default Cecil Avenue Math & Science Academy is nonsectarian in its programs, admission policies, employment practices, and all other operations, will not charge tuition, and will not discriminate against any individual on the basis of ethnicity, national origin, gender or disability.

Site Leadership:

The primary leader of Cecil Avenue Math & Science Academy will be the site administrator/principal. In collaboration with the site leadership team, the principal is empowered to carry out all policies and decisions made in the best interest of the school community. The principal will serve on all Site-Based Committees and represent the school within the District and to the outside community.

School Site Council:

The School Site Council will ensure compliance with State/Federal Statutes and District guidelines concerning categorical programs. The School Site Council is involved in the design,

implementation, and evaluation of the School Plan for Student Achievement, budgeting and expenditure of categorical funding.

Parent Education Program:

The Cecil Avenue Math and Science Academy believes that if parents are explicitly welcomed and valued, they will become active members of the school community. CAMSA believes that parents are the first and most important teachers of their children, that they are critical partners in the education of their children, and that their input and advice are as important as their participation in activities and support for their children's learning.

ELEMENT 5: HUMAN RESOURCES

The Cecil Avenue Math and Science Academy as a district operated school functioning with district employees; as such the Delano Union School District will provide Human Resource services under the policies established by the School Board.

The employees of the school/district are classified in two categories:

1. **Certificated Employees:** Must meet the requirements for employment as stipulated by the California Education Code section 47605(l), and include, for example Advocates, Coordinators, Counselors, teaching staff, resource staff, and others who are typically directly responsible for providing pupil instruction/intervention.
2. **Classified employees:** including office staff, maintenance staff, paraprofessionals, and food service workers, and others who typically serve in support roles to keep the school operating efficiently.

The district does not discriminate against any employee on the basis of affiliations, political or religious acts or opinions, race, color, gender, marital status, national origin, ancestry, physical disability, actual or perceived sexual orientation, sex, age, or in retaliation. All persons hired will be required to show proof of their identity and right to work in the United States.

The district adheres to California laws, including criminal records background checks using LiveScan administered by the Department of Justice, Mantoux tuberculosis (TB) clearance, documents establishing legal status, illegal substance testing, and prohibitions regarding the employment of any person who has been convicted of a violent or serious felony.

All personnel must commit to the vision and mission of the Delano Union School District as well as the Cecil Avenue Math and Science Academy. Employee's job descriptions and work schedules will be reviewed and modified as necessary to meet the needs of the school and its pupils.

Teachers:

Teachers will meet the requirements for employment as stipulated by the California Education Code section 47605(1). Primary teachers of core subjects will hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in a

non-charter public school would be required to hold. These documents will be maintained on file at the district office. Teachers are hired in accordance with established policies and procedures.

Due to the unique needs of the Cecil Avenue Math and Science Academy the district will strive to assign teachers who have earned advanced degrees and certifications in the curriculum areas of Math and the Applied Sciences.

Non-Teaching Resource Personnel:

Non-teaching resource personnel will be hired by the district with site input and consultation on an "as needed" basis. Selection will be based on training, certification, experience, ability to perform the job duties for the position, and a commitment to the school's vision and mission.

Non-Educational Personnel:

Non-educational personnel will be hired by the district with site input and consultation on an "as needed" basis. Selection will be based on training, certification, experience, ability to perform the job duties for the position, and a commitment to the school's vision and mission.

Needs for substitute certificated or classified staff are met through the use of a roster of available and eligible substitutes kept through the district's Human Resources department.

Every Student Succeeds Act (ESSA):

The District and Cecil Avenue Math & Science Academy comply with the provisions of the Every Student Succeeds Act as they apply to certificated and paraprofessional employees of charter schools. Cecil Avenue Math & Science Academy further agrees to comply with all other provisions of ESSA as they apply to charter schools.

Employment Process for all Staff

Step 1 - Application: A completed application includes the following:

- Written application with resume/cover letter
- Letters of reference from immediate supervisor (for the last 3 years of work/school experience)
- Official set of transcripts with degree posted and minimum 2.7 GPA*
- Coursework sheets (for full time employment under alternative certification)*
- Pupil Teaching Evaluations (if applicable)*
- Credential/License(s) or if in a credential program, please include a letter from the university verifying acceptance

* Requirement for teaching staff applicants

Step 2: Applications will be reviewed and candidates who meet employment criteria may be scheduled for an interview.

Step 3: Selected candidates will be offered contractual employment.

Step 4: Employment Processing Employment processing includes the following:

- A negative Mantoux Tuberculosis (TB) screening.
- Clearance for employment by a physician.
- Fingerprint clearance by the California Department of Justice.
- Verification of the credential eligibility according to the assignment.
- Candidates are informed of their benefits package, and they make benefits selections.
- Candidates are informed of their initial salary placement, sign their contract and are appointed by the DUSD Board of Education.

Existing District Employees

The assignment of certificated and classified staff members to the Cecil Avenue Math and Science Academy will comply with bargaining unit agreements.

ELEMENT 6: HEALTH AND SAFETY RESPONSIBILITIES

Cecil Avenue Math and Science Academy will adhere to and enforce existing District policies. The District will conduct all the required background checks of new hires and has policies in place for current employees who have engaged in criminal activities. The DUSD will provide Cecil Avenue Math & Science Academy with support in implementing and sustaining comprehensive health and safety policies and programs in consultation with insurance carriers and public health and safety officials.

Cecil Avenue Math and Science Academy has developed a School Safety Plan which addresses, but not be limited to, the following topics:

1. Policies and procedures for response to natural disasters and emergencies, including fires and earthquakes.
2. Policies requiring that instructional and administrative staff receive first aid/CPR training.
3. A policy that volunteers working with pupils submit to fingerprinting and a criminal background check. Applicants will be required to provide a full disclosure statement regarding prior criminal record as required by the California Education Code Section 44237.
4. A policy for addressing sexual harassment for all employees, pupils, and parents in any combination thereof, including pupil to pupil.
5. A policy for reporting child abuse, acts of violence, and other improprieties as mandated by the federal, state and local agencies.
6. A policy for reporting any incidents.
7. A policy establishing that the school functions as a drug, alcohol, and tobacco free workplace.
8. Policies relating to the administration of prescription drugs and other medications.
9. Policies relating to lock down and intruder on campus responses

In accordance with the Safe and Drug Free Schools and Community Act, Cecil Avenue Math & Science Academy will ensure that the school is kept safe, and is tobacco, drug, and alcohol free. The school implements programs to prevent violence in the school as well as the illegal use of tobacco, drugs, and alcohol. Cecil Avenue Math & Science Academy seeks parent and community involvement in such programs in order to provide a safe learning environment for pupils to achieve academic success.

Methods for reporting alleged improprieties, such as child abuse, acts of violence, and other improprieties, are followed as mandated by the State of California. The procedure for the mandated staff will be to file a report with within 36 hours of first becoming aware of a suspected case of child abuse. The report will be filed with either the Police Department Child Abuse Unit or the Department of Child and Family Services. The staff member will meet with the appropriate authorities accordingly. Staff will receive annual in-service training and sign a document verifying notification and understanding regarding this responsibility.

Cecil Avenue Math & Science Academy complies with all local safety ordinances as it relates to the integrity of the school structure. Periodic inspections are undertaken, as necessary, to ensure such safety standards are met. Advocates conduct an annual review to monitor all auxiliary services to ensure their safety (food services, transportation, custodial, and hazardous materials). These policies and procedures are included, as appropriate, in pupil and staff handbooks and training, and are practiced and rehearsed. They are reviewed and revised annually or as needed.

ELEMENT 7: METHOD OF ACHIEVING RACIAL AND ETHNIC BALANCE

Cecil Avenue Math and Science Academy makes every effort to recruit pupils of various racial and ethnic groups so as to achieve a balance that is reflective of the general population residing within the territorial jurisdiction of DUSD. Recruitment efforts include, but are not necessarily limited to the following:

- An enrollment process that is scheduled to include a timeline allowing for broad-based recruiting processes.
- The development of promotional and informational material (e.g. school brochure, flyers, website, and advertising for local media).
- The appropriate development of promotional and informational materials in languages other than English to appeal to limited English proficient populations when needed.
- The distribution of promotional and information materials to a broad variety of community groups, agencies, neighborhood youth organization, social service providers, churches, grocery stores, public libraries, and legislators that serve the various racial ethnic, and interest groups represented in the district.

- Outreach meetings in several areas of the district to reach prospective pupils and parents.
- Hosting open houses, orientations, and school tours.

ELEMENT 8: ADMISSION REQUIREMENTS

The Cecil Avenue Math and Science Academy Charter School is a school of choice within the Delano Union School District; the district accommodates out-of-district pupils if space in program classrooms is available. All pupils in the Delano Union School District and all other districts are eligible to attend the Cecil Avenue Math & Science Academy under established Delano Union School District Intra and Inter-District policies.

The Cecil Avenue Math and Science Academy is a 6-8 District middle school operated under Charter School statutes in the California Education Code and thus is a public school. However, the Cecil Avenue Math and Science Academy adopted educational practices that may require giving priority to certain language demographics; enrollment in one of the school's unique program classrooms cannot be guaranteed and is subject to space availability.

School Admission:

District policy regarding school admission guides enrollment practices at Cecil Avenue Math and Science Academy. First priority is given to pupils within the site's attendance zone as established by the district, second priority is given to pupils who reside within the district and if space is available to pupils who reside outside the district.

Program Admission:

If more pupils than can be admitted to a program classroom apply, the following admission processes will be followed:

1. First priority is given to pupils who live in the district. In order to attain our vision of a racially, linguistically, economically, and geographically diverse population, we will maintain an admissions process designed to reach out to all families and to enable the school to have a diverse pupil body that supports the school's design goals.
2. Educationally disadvantaged pupils are accommodated. The Cecil Avenue Math and Science Academy Charter School is open to all pupils including those with special education needs per district policy. The school supports the administration of special education services at the school site by the Delano Union School District and participate in the "search/child find" efforts of the SELPA. As previously outlined, The Academy has a Pupil Success Team that provides strategies for pupils with academic difficulties and make the appropriate referrals for special education evaluation.

The school shall be non-sectarian in its programs, admissions policies, employment practices and all other operations, shall not charge tuition, and shall not discriminate against any pupil on the basis of ethnicity, national origin, gender or disability.

Admissions Guidelines:

- Parents of pupil applying for admissions need to complete a non-discriminatory application during one of the school's open enrollment period.
- Parent or guardian must visit the campus at a time of their convenience, or attend a scheduled informational meeting during which a staff member details the school's expectations of both pupil and family. Evidence of such a visit represents school's efforts to help parents to make an informed educational choice for their child and not as a means of exclusion.
- Once a pupil is accepted, the school will conduct an interview with pupil and parent. Consensus is reached between parent and staff to determine if the school can meet the individual needs of the pupil.
- Pupil and Parent must sign the School/Home Agreement

Lottery Guidelines

Should the Cecil Avenue Math and Science Academy Charter School receive a number of program applications from potential pupils exceeding the number of spaces available within specific programs, the school will conduct a random public lottery, using the following rules and procedures, which will be communicated to all interested parties at least 30 days prior to holding the lottery.

The lottery procedures are as follows:

1. The school will enlist the services of an outside agency or auditor (preferably the district or an entity recommended by the district) to monitor and verify the fair execution of all activities related to holding the lottery;
2. The lottery will take place within 30 days of closing the open enrollment period as defined above.
3. The lottery will take place on the school's campus in a facility large enough to allow all interested parties to observe the drawing, or at another public venue near the school large enough to accommodate all interested parties.
4. The lottery will take place on a weekday evening or other time when most interested parties who wish to attend may do so;
5. All interested parties will know, prior to the holding of the lottery, how many openings are available in the school and in the different grades served by the school;
6. The charter school will comply with all applicable state and federal laws and with district policy as it relates to the oversight of charter schools.
7. The following preferences will be extended to potential pupils:
 - Pupils within the Delano Union School District have priority over pupils living outside of district boundaries.
 - Pupils who meet the demographic (linguistic or length of US residence) program needs will have priority.

8. The lottery shall draw names from a single pool of ballots or identified pools of ballots designed to establish a diverse pupil population.
9. The ballots shall be drawn by a representative of the outside agency or organization confirming the results of the lottery.
10. The drawing shall continue until all names are drawn. Those individuals whose names are drawn after all spaces have been filled will be placed on the waiting list in the order drawn, except if the preferences described above require otherwise.
11. Potential pupils on the waiting list shall provide contact information to be used in the event space becomes available. Families promoted off of the waiting list shall be informed in writing and shall have 10 business days from the date of postage to respond. In addition, the school shall attempt on at least two separate occasions to contact the parents/guardians of promoted pupils by telephone. Those families not responding within the 10-day period will forfeit their right to enroll their pupil in the school for that school year. The school will not maintain a revolving waiting list from year to year.
12. The outside organization or agency verifying the fair execution of the lottery shall confirm in writing the lottery was conducted fairly, and the school shall keep on record copies of that confirmation.

ELEMENT 9: ANNUAL AUDIT

As a district operated charter school, the school's financials are controlled by the district office and are included in the district's annual independent audit, as such, the Cecil Avenue Math & Science Academy is not required to secure and retain its own external annual audit.

It is anticipated that Cecil Avenue Math & Science Academy stakeholders seek to secure funds and materials to support the mission of Cecil Avenue Math & Science Academy and its classrooms via fundraisers, support solicitations, classroom grants, sponsorships and similar fund/material development activities. The Academy's administration in cooperation with the district ensures that the school has in place guidelines and procedures for fundraisers and solicitations including but not limited to internal controls, accounting, reporting, and cash handling to ensure that the school's money is being handled responsibly and that its financial statements conform to the Government Auditing Standards.

All site financial records and accounts (Student Body, Classroom Fundraisers, Parent/Booster Club etc.) are controlled by the school's site administrator or his/her designee. The school provides the district with financial statements and reports; all reports are public record and available at the school's administrative office for review.

ELEMENT 10: DISCIPLINARY PROCEDURES INCLUDING PROCEDURES INCLUDING SUSPENSION AND EXPULSION

Cecil Avenue Math & Science Academy complies with district adopted disciplinary policies and guidelines. As required by statute the disciplinary policies and guidelines that the Cecil Avenue Math & Science Academy operates under are detailed below.

As an additional measure and in order to establish an environment of cooperation and mutual respect, Cecil Avenue Math & Science Academy implements positive discipline and character development norms. All pupils abide by the adopted norms of respect and open communication so as to help pupils learn how to appropriately express their needs and effectively solve minor problems. Conferencing, peer conflict resolution, and self-reflection are the first line of defense when addressing behavioral issues. Teacher communication with pupils' families is of primary importance as we work together to create and maintain a self-sufficient and healthy community. However, when pupil behavior does not meet these standards and continues to be an issue in need of more serious attention the following procedures are in place.

Pupils may be suspended or expelled from Cecil Avenue Math and Science Academy for behavior that endangers the safety and well-being of other people or continuously prevents other pupils from learning. Interventions and alternative strategies will be developed with the goal of preventing suspension or expulsion. It is recognized that such alternatives work best when parents and teachers work collaboratively to meet pupil needs and alter behavior. Alternative steps to suspension and expulsion may include but are not limited to conflict resolution and problem solving procedures, parent-teacher conferences, working with the school psychologist, social worker or counselor, a meeting of the SAT, and/or a behavior management program.

Definitions:

- Suspension from school means removal of a pupil from ongoing instruction for adjustment purposes for a specific period of time. Pupil remains enrolled in Cecil Avenue Math & Science Academy during the suspension.
- Expulsion means the removal of a pupil from the immediate supervision and control of Cecil Avenue Math & Science Academy personnel. This is on a permanent basis. Pupil's enrollment in Cecil Avenue Math & Science Academy is ended.
- Day means a calendar day unless otherwise specifically provided.
- School day means a day upon which Cecil Avenue Math & Science Academy is in session.

Notice of Regulations:

At the beginning of each school year, the administrator ensures that all pupils and parents/guardians are notified in writing of all school rules related to discipline, suspension, and expulsion. Transfer pupils and their parents/guardians will be notified at the time of enrollment.

Grounds for Suspension and Expulsion:

Pupils may be suspended or recommended for expulsion for any of the acts listed below:

- Caused, attempted to cause, or threatened to cause physical injury to another person, except in self-defense.
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object of no reasonable use to the pupil at school or at a school activity off school grounds.
- Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance as defined in the Health and Safety Code 11053 et seq., alcoholic beverage or intoxicant of any kind.
- Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053 et seq., alcoholic beverage or intoxicant of any kind and then sold, delivered, or otherwise furnished to any person another liquid, substance or material and represented the same as controlled substance, alcohol beverage or intoxicant.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school or private property.
- Stolen or attempted to steal school or private property.
- Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This restriction shall not prohibit a pupil from using or possessing medically necessary, physical provided prescription products.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed, or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of Health and Safety Code.

- Disrupted school activities or otherwise willfully defied the valid authority of teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- Knowingly received stolen school or private property.
- Committed sexual harassment as defined in Education Code 212.5 provided that the conduct is considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the victim's academic performance or to create an intimidating, hostile or offensive educational environment.
- Failure to respond to other measures of intervention and disciplinary action such that the pupil has been suspended from school for 10 days or more.

A pupil may be suspended or expelled for any of the acts listed above if the act is related to school activity or school attendance, including but not limited to the following circumstances:

- While on school grounds.
- While going to or returning from school.
- During the recess or lunch period.
- During, going to, or returning from a school-sponsored activity.

Authority to Suspend:

A teacher may recommend suspension of a pupil from their classroom or school for any of the acts listed under Grounds for Suspension and Expulsion upon the first offense. This recommendation will be evaluated by an administrator who will investigate the situation and make a decision on the recommendation. An administrator's decision to suspend a pupil for any of the acts listed under Grounds for Suspension and Expulsion may be (at a minimum) for the day of the suspension and the day following or (at maximum) for up to five days.

Suspension Procedures:

Suspension from Cecil Avenue Math & Science Academy means the removal of a pupil from The Academy for the day of the suspension and the next school day. A teacher may recommend suspension of a pupil from Cecil Avenue Math & Science Academy and may also refer a pupil for consideration of suspension from school for any act listed in Grounds for Suspension and Expulsion.

Report:

When suspending a pupil, the teacher shall report this action to a Cecil Avenue Math & Science Academy administrator on the same school day. The pupil shall be supervised in the office or another classroom until the pupil is returned to their classroom (if the situation is resolved by an administrator) or if not returning to office until a parent/guardian arrives to pick him/her up.

Dismissal:

If the parent/guardian does not pick the pupil up in a timely fashion (e.g. within 3 hours), the suspension may be extended for an additional day.

Conference:

As soon as possible, the teacher shall ask the pupil's parent/guardian to attend a parent-teacher conference regarding the suspension.

After-School Program:

If a pupil is suspended from school, he/she is also suspended from Cecil Avenue Math & Science Academy POWER Program or ELOP Program for the day(s) of the suspension.

Classwork/Homework:

The teacher may require the suspended pupil to complete any assignments and tests missed during the suspension.

Written Notice:

When a teacher requires a parent/guardian to attend school, a Cecil Avenue Math & Science Academy administrator shall send the parent/guardian written notice that the parent/guardian's attendance is required. This notice shall also tell the parent/guardian when his/her presence is expected and by what means he/she may arrange any necessary change.

Suspension for More than One Day:

If one day suspension has not been effective or it is deemed necessary for the safety and/or well-being of the other pupils, staff, or parents in Cecil Avenue Math & Science Academy or school, a pupil may be suspended for between two and five days by the school's administration or designee.

Pre-Conference:

When such action is deemed necessary, every effort will be made to forewarn the pupil and his/her parents/guardians during a conference that it has become necessary to escalate the consequences for inappropriate behavior.

Emergency Suspension:

In the event of an emergency (immediate danger to the safety and well-being of other pupils, staff, or parents), the suspension will be immediate and a conference will be scheduled within two school days, unless a parent waives his/her right to it, or is physically unable to attend for any reason. In such case, the conference will be held as soon as the pupil is physically able to return to school.

Contacting Parents/Guardians:

At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a pupil is suspended, the parent/guardian

shall be notified in writing of the suspension. The notice shall state the reasons for the suspension and time when the pupil may return to school.

Dismissal:

In the event that a suspended pupil's parent/guardian cannot be contacted or fails to arrange for the pupil's departure from school, the pupil is to remain in school until the end of the day. No pupil is to be dismissed from the school without parent or guardian supervision. In such a case, the pupil will be suspended for an additional day.

Conference:

When there has not been a pre-conference, there will be a conference within a week of the suspension.

Authority to Expel:

The principal or superintendent of schools may recommend a pupil for expulsion for any of the grounds listed above. For any of the acts specified in Section 48900(a)(1), subdivisions (a-e) of the California Education Code, the recommendation shall be based on a finding of one or both of the following: 1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct, 2) Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

Pupil's Right to a Hearing:

The pupil is entitled to a hearing before the district to determine whether the pupil should be expelled. The hearing shall be held within ten days of the recommendation for expulsion. A pupil expelled from Cecil Avenue Math & Science Academy will be provided with an alternative educational placement. Cecil Avenue Math & Science Academy will be responsible for identifying an alternative educational setting suitable and appropriate for the pupil.

Written Notice:

Written notice of the hearing shall be forwarded to the pupil and the pupil's parent at least five days before the hearing. The notice will include:

- The date, time, and place of the hearing
- A statement of the specific facts and charges upon which the proposed expulsion is based
- The opportunity for the pupil or the pupil's parent/guardian to appear in person.

Conduct of the Hearing:

The hearing will be conducted in a closed session of the district office unless the district receives a written request from the pupil and his/her parents that the hearing be conducted in public session. The pupil, parent/guardian, teacher(s) may be present at the hearing.

Record:

A written or taped recording may be made of the hearing.

Decision:

The expulsion panel of the district will make a decision within five days, unless otherwise specified. This decision will be communicated in writing to the pupil and his/her parent/guardian.

Reinstatement:

If the expulsion panel of the district decides against expulsion, the pupil must be immediately reinstated to his/her classroom.

Readmission:

An expulsion order shall remain in effect. There are no further opportunities for readmission.

ELEMENT 11: ATTENDANCE ALTERNATIVES

Cecil Avenue Math & Science Academy is a school of choice which is designed to provide an alternative educational experience that is based on researched based and validated practices that have been proven, if implemented with fidelity and consistency, will achieve a positive educational experience for pupils with a significant opportunity for academic success and enrichment.

If the educational program of the Cecil Avenue Math & Science Academy does not suit the needs of a pupil and a decision is made to not attend, the pupil may attend other Delano Union School District schools, according to district policy.

Cecil Avenue Math & Science Academy administration will provide information about attendance alternatives to inquiring parents or pupils and will refer them to the appropriate team at the District Office for further clarification of available options, if needed.

ELEMENT 12: RIGHT OF RETURN

The Cecil Avenue Math & Science Academy will operate as a Delano Union School District governed school, as such, current district employees assigned to the Cecil Avenue Math & Science Academy and those later hired for placement at the Cecil Avenue Math & Science Academy by the district are and will remain employees of the Delano Union School District and will be accorded all rights afforded by Federal and State law, Delano Union School District adopted policies, and agreements established by collective bargaining.

ELEMENT 13: DISPUTE RESOLUTION PROCEDURES

The Delano Union School District is the chartering body as well as the operating organization which negates the need to establish a policy for dispute resolution between the District and the Charter School. Any disputes between stakeholders (parents, volunteers, pupils, and/or staff)

from the Cecil Avenue Math & Science Academy and the Delano Union School District will be handled via established policies, procedures, and practices of the Delano Union School District.

The Cecil Avenue Math & Science Academy was conceived to deliver validated "alternative" instructional and assessment methodologies described in Elements 1 and 2. It is conceivable that a dispute may occur in relation to the details of the implementation and the sustaining elements of the selected methodologies between stakeholders. In this event, an open communication and dialogue of the disputing stakeholders will occur mediated by a knowledgeable third party from within the district selected by the Superintendent. Compliance with State and Federal statutes and regulations as well as adhering to a fidelity to the validated researched based practices governing the instructional methodologies of the Cecil Avenue Math & Science Academy will guide all resolutions.

Disputes arising within the Cecil Avenue Math & Science Academy: Disputes arising within The Academy, including all disputes among and between pupils, staff, parents, volunteers, advisors, and partner organizations of the school, will be resolved pursuant to policies and processes developed by the DUSD and the school. The Delano Union School District will not intervene in any such internal disputes unless requested by the Site Leadership Team or is required to do so by agreements, MOUs, or district policy.

ELEMENT 14: EDUCATION EMPLOYMENT RELATIONS ACT

The Delano Union School District is deemed the exclusive public school employer of the employees of the charter school for collective bargaining purposes and will comply with all provisions of the Educational Employment Relations Act (EERA). As a district operated charter school all district employees of the Cecil Avenue Math & Science Academy are employees of the Delano Union School District. All rights, benefits, terms, and other elements established by the district's certificated and classified bargaining unit agreements are in force and unaltered by assignment to the Cecil Avenue Math & Science Academy.

Due to the unique nature of the Cecil Avenue Math & Science Academy situations may occur that will require alteration to in-place agreements (i.e. work hours, work days, planning & development days, work product...), these riders will be fully negotiated and agreed to by all stakeholders before implementation.

To the fullest extent of the law, The Cecil Avenue Math & Science Academy is a charter school within the Delano Union School District and will be deemed to be a "school within the district" for purposes of section 41302.5 and sections 8 and 8.5 Article XVI of the California Constitution.

The Delano Union Elementary School Board, the district administrative staff, and their respective representatives will be solely responsible for all aspects of the day-to-day operations of the Cecil Avenue Math & Science Academy, including, but not limited to, making necessary provisions for accounting, budgeting, payroll, purchasing, liability, insurance, and the like.

ELEMENT 15: SCHOOL CLOSURE

Should the Delano Union School District Board of Education determine to cease the operations of the Cecil Avenue Math & Science Academy, all assets secured from the appropriation of public funds, including private funds granted or donated to the Cecil Avenue Math & Science Academy, and all assets originally transferred to the charter school by the District, shall be returned to the District to the extent permitted by the terms of any grant or gift.

All other assets will be distributed in accord with laws and regulations in force that govern the dissolution of a public school and/or Delano Union Elementary School Board policies whichever is applicable. The Delano Union School District Board of Education, the governing body of the Cecil Avenue Math & Science Academy, will comply with all portions of EC 47605 (b) (S) (P), including the requirement that there shall be a final audit of the school to determine the disposition of all "charter specific" assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records." This final audit will be completed within 90 days of the closure.

Furthermore, the school will notify parents, pupils, the California Department of Education, districts affected by the closure, and the Kern County Office of Education. A copy of pupil records should be given to parents or guardians and the original pupil records should be returned to the district.

District property that is transferred to the charter school together with the facilities remains district property, is not an asset of the charter school, and must be returned to the district when the school closes.

Programs Included in this Plan

The School Site Council intends for this school to participate in the following programs: (Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. The plan must describe the activities to be conducted at the school for each of the state and federal categorical programs in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

Appendix 1
3010 Title 1 Budget
2025-26

School: Cecil Avenue Math & Science Academy

Budget Code	Brief description of personnel, materials, equipment, etc.	Budget Amount
1100 2400 2100	EOM Salaries and Benefits	\$101,804
1100 2400 2100	EOM Salaries and Benefits	\$40,638
1100	Extra-Time/Over Time Extended Day, Tutoring and Staff Development/Substitute Time	\$15,000
2100	Instructional Aides Substitutes and Extra Time	\$1,000
2400	Clerical Subs. & Extra Time	\$0
3000	Benefits	\$4304
4200	Books other than textbooks	\$0
4300	Instructional Supplies	\$43,999
4400	Non-Capitalized Equipment	\$0
5200	Travel/Conference and Staff Development	\$25,000
5600	Rental, Leases, Repairs (Copy Machines)	\$0
5800	Professional Consulting Services/Charter Buses	\$30,000
6400	Capital Equipment	\$0
		Total \$261,745

**6010 - ASES
2025-26**

School: Cecil Avenue Math & Science Academy

Budget Code	Brief description of personnel, materials, equipment, etc.	Budget Amount
1100 2300 2900	EOM Salaries and Benefits	\$63,953
1100 2300 2900	EOM Benefits	\$18,907
1100	Extra-Time/Over Time Extended Day, Tutoring and Staff Development/Substitute Time	\$0
2900	Instructional Aides Substitutes and Extra Time	\$0
2400	Clerical Subs. & Extra Time	\$0
3000	Benefits	\$0
4200	Books other than textbooks	\$0
4300	Instructional Supplies	\$4,797
4400	Non-Capitalized Equipment	\$0
5200	Travel/Conference and Staff Development	\$0
5600	Rental, Leases, Repairs (Copy Machines)	\$5,411
5710	Direct Transfer- Transportation	\$0
5800	Professional Consulting Services/Charter Buses	\$0
5900	Communications	
7310	Indirect Cost	\$1328
		Total \$94,396

**Cecil Avenue Math and Science Academy
Parent Involvement Policy**

This policy has been jointly developed and agreed upon by Cecil Avenue Math and Science Academy staff and parents of students served in the school pursuant to Title I.

Policy

Cecil Avenue Math and Science Academy recognizes that parents are partners in their children's education and that student achievement is enhanced through meaningful parent involvement. In order to fulfill the Title I, Part A parental involvement requirements, to the extent

practicable, Cecil Avenue Math and Science Academy will provide full opportunities for the participation of all parents, including the parents of English learners, parents with disabilities, and parents of migratory children. The school will provide information and reports required under section 1111 of the ESEA in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language parents understand.

Rationale

The following information from the California Department of Education's Parent Involvement Policy provides the rationale for an effective parent involvement policy:

A critical dimension of effective schooling is parent involvement. Research has shown conclusively that parent involvement at home in their children's education improves student achievement. Furthermore, when parents are involved at school, their children go farther in school, and they go to better schools.

From research studies to date, we have learned the following important facts:

- Families provide the primary educational environment.
- Parent involvement in their children's education improves student achievement.
- Parent involvement is most effective when it is comprehensive, supportive, long-lasting, and well-planned.
- The benefits of parent involvement are not limited to early childhood or the elementary level; there are continuing positive effects through high school.
- Involving parents in supporting their children's education at home is not enough. To ensure the quality of schools as institutions serving the community, parents must be involved at all levels in the schools.
- Children from low-income and culturally and racially diverse families have the most to gain when schools involve parents. The extent of parent involvement in a child's education is more important to student success than family income or education.
- We cannot look at the school and the home in isolation from one another; families and schools need to collaborate to help children adjust to the world of school. This is particularly critical for children from families with different cultural and language backgrounds.

Cecil Avenue Math and Science Academy educates students from culturally and linguistically diverse backgrounds. The majority of students are also from socio-economically disadvantaged backgrounds. Thus, the stakeholders in our school recognize the importance of parent and family involvement to the education of our children. The California Board of Education has identified six types of parent involvement that Cecil Avenue Math and Science Academy is committed to achieving:

1. Help parents develop parenting skills to meet the basic obligations of family life and foster conditions at home which emphasize the importance of education and learning.
2. Promote two way (school-to-home and home-to-school) communication about school programs and students' progress.

3. Involve parents, with appropriate training, in instructional and support roles at the school and in other locations that help the school and students reach stated goals, objectives, and standards.
4. Provide parents with strategies and techniques for assisting their children with learning activities at home that support and extend the school's instructional program.
5. Prepare parents to actively participate in school decision making and develop their leadership skills in governance and advocacy.
6. Provide parents with skills to access community and support services that strengthen school programs, family practices, and student learning and development.

Actions

Cecil Avenue Math and Science Academy will take the following actions to involve parents and families in the education of their children:

- Convene annual Title 1 Meetings to inform parents of the requirements of Title 1 and of their right to be involved.
- Copies of annual School Accountability Report Cards (SARC) will be made available to parents promptly after its publication.
- Offer a flexible number of meetings and provide child care services related to parental involvement.
- Involve parents in an organized, ongoing and timely way in the planning, review and improvement of the Title 1 program and parent involvement policy.
- Provide parents with timely information about Title 1 programs
- Provide parents with an explanation of the curriculum, academic assessment, and proficiency levels students are expected to meet
- Provide parents, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children
- At all SSC/ELAC meetings, parents will be given the opportunity to make suggestions and share concerns regarding all school programs. Concerns regarding particular staff members or pupils shall be addressed privately with a site administrator and in compliance with the Uniform Complaint Procedure. Responses to parent suggestions and concerns will be prompt and in a timely manner
- Maintain an active School Site Council involved in the planning, designing, implementing, reviewing, and improving of the school's Title I program. Training for parents will be provided by the district. This School Site Council will be responsible for the development of the Single Plan for Student Achievement, and the School/Parent Compact. The School Site Council will also review instructional materials.
- Maintain an active English Learner Advisory Committee to represent the needs and interests of English Learners and their parents.
- Conduct a parent needs survey in applicable languages to determine parents' needs for information and training.
- Assist parents in understanding academic content and achievement standards and

assessments and how to monitor and improve the achievement of their children in:

California Common Core State Standards	English language proficiency criteria
Student performance on the State tests	Student Performance on the ELPAC

- Provide materials and training to help parents work with their children to improve their children's achievement.
- Educate staff, with parents' assistance, in the value of parent contributions and how to work with parents as equal partners.
- Coordinate and integrate parental involvement with other programs and conduct activities that encourage and support parents in more fully participating in the education of their children
- Provide other reasonable support for parental involvement activities as parents may request.
- Notify parents annually of testing results and language classroom placement (English learners). Parents will also be involved in the reclassification process of their children from English learners to fluent English speakers.
- Provide written communications in both English and Spanish with translators available during conferences between parents and teachers or administrators, during SAT meetings, and during School Site Council/English Learner Advisory Committee meetings. The school will provide full opportunities for the participation of Title 1 parents with limited English proficiency, parents with disabilities, and parents of migratory students.
- Student individual assessment results are provided to all parents of pupils assessed. In addition, teachers will discuss assessment results with parents at Back to School Night (if assessment data is available), and during formal and informal parent conferences. Teachers will share results of benchmark /classroom assessments with parents and or guardians on a regular basis.
- All teachers utilize ParentSquare or other forms of communication with parents and/or guardians on a regular basis.
- The marquee located at the front of the school site will be used as a means of disseminating information to parents and guardians.
- Parents of pupils at risk in academics, behavior, or attendance will be encouraged to attend additional meetings.
- Automated voicemail and email are alternatives for parents to give continuous feedback regarding activities, events, and concerns at school.
- Special events which encourage parent involvement will be held on a regular basis throughout the year. Such events include:
Back-to-School Night, Semester Awards, sporting events (volleyball, soccer, basketball,

flag football, track, softball, and baseball), AVID, Parent Meetings, Parades, Musical Concerts, 8th Grade Graduation Ceremony, Carnivals, "Lunch with Your Patriot," 5th grade orientation, Science Fair, Gate Festival, Movie Nights, and other Positive School Culture activities.

Formation of Parent Outreach

- 2.5 Accessibility. Provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students including providing information and school reports required under Section 6311 in a format and, to the extent practicable, in a language, such parents understand. (20 U.S.C. § 6318 (f).)
- Provide specific information on the flyers when inviting parents to events, so they will know what to expect.
- Provide parents with information and assistance with children's behavioral issues:
 - a. The School Psychologist will hold meetings with parents to help with parenting and discipline skills.
 - b. A Student Assistance Team (SAT) will meet with parents to provide assistance and address student needs.

According to the California State Board of Education, the parent involvement issue, "is much larger than improving student achievement. It is central to our democracy that parents and citizens participate in the governing of public institutions. Parent involvement is fundamental to a healthy system of public education." Together, in a collaborative and cooperative spirit, Cecil Avenue Math and Science Academy staff and parents will work together to build a strong foundation for the successful education of the children at Cecil Avenue Math and Science Academy.

This School Parental Involvement Plan has been developed jointly with, and agreed on with, parents of children participating in the school's Title I, Part A program, as evidenced by the signature of the School Site Council Chairman below.

School Site Council Membership

California Education Code Section 64001(g) requires that the Single Plan for Student Achievement be reviewed and updated at least annually, including proposed expenditures of funds allocated through the ConApp, by the school site council (SSC). The current make-up of the SSC is as follows:

	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
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Names of Members					
Lionel Reyna	X				
Daisy Cerna				X	
Jesus Madrigal				X	
Maria Bustos				X	
Anita Martinez				X	
Edith Navarrette				X	
Esmeralda Robles		X			
Miguel Hernandez		X			
Tamika Hollingsworth		X			
Rochelle Rosales			X		
Numbers of members in each category	1	3	1	5	0

Recommendations and Assurances

1 At elementary schools, the SSC 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:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requires board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):

☒ School Advisory Committee for State Compensatory Education Programs

☒ English Learner Advisory Committee

☐ Gifted and Talented Education Advisory Committee

☒ Cecil Avenue Math & Science Academy Teachers

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on: March 22, 2018

Attested:

Date