

Camino Nuevo Charter Academy #2
2020—2021 School Accountability Report Card
Reported Using Data from the 2020—2021 School
Year
California Department of Education

Address:	3400 West 3rd St. Los Angeles, CA , 90020-1605	Principal:	Mallory Baquero, Principal
Phone:	(213) 736-5542	Grade Span:	K-8

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, 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 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.

About This School

Mallory Baquero, Principal

Principal, Camino Nuevo Charter Academy #2

About Our School

Camino Nuevo Charter Academy #2 is the Kayne Siart campus of the Camino Nuevo Charter Academy network. We serve 693 students from grades TK – 8 from underserved neighborhoods in Central Los Angeles, including Koreatown, Echo Park, and Rampart Village, with 86.1% of our students being eligible for free or reduced-price meals. Our network's mission is to educate students in a college preparatory program to be literate, critical thinkers, and independent problem solvers who are agents of social justice with sensitivity toward the world around them.

Since opening in 2010, our school has won many awards for improving educational outcomes for children in Koreatown, MacArthur Park, and other surrounding neighborhoods in Los Angeles. The list of awards includes the Grazer Outstanding Achievement in Learning (GOAL) Award, the California Association of Bilingual Education Seal of Excellence Award, the Bright Spot Award from the White House. These honors reflect our commitment to educating a diverse population, particularly English language learners and students with special needs.

Our school in particular is proud of our inclusion program, which ensures that students with disabilities have their academic needs met within the context of the general education setting. Additionally, we have a strong and unique partnership with the Los Angeles Philharmonic for our Youth Orchestra Los Angeles (YOLA) at Camino Nuevo program, wherein our students receive comprehensive music instruction both during and after school. Lastly, we provide comprehensive wellness supports for our families, including workshops, and literacy classes, understanding the critical role they play as their children's first teachers.

Throughout each of these programs and strategies, our approach is guided by a foundational belief that we must provide academic and nonacademic supports so that our students can be successful in school, college, and life.

Contact

Camino Nuevo Charter Academy #2
3400 West 3rd St.
Los Angeles, CA 90020-1605

Phone: (213) 736-5542
Email: mallory.baquero@caminonuevo.org

Contact Information (School Year 2021—2022)

District Contact Information (School Year 2021—2022)

District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Reilly, Megan
Email Address	megan.reilly@lausd.net
Website	www.lausd.net

School Contact Information (School Year 2021—2022)

School Name	Camino Nuevo Charter Academy #2
Street	3400 West 3rd St.
City, State, Zip	Los Angeles, CA , 90020-1605
Phone Number	(213) 736-5542
Principal	Mallory Baquero, Principal
Email Address	mallory.baquero@caminonuevo.org
Website	http://kaynesiart.caminonuevo.org
County-District-School	19647330122861

(CDS) Code

Last updated: 1/29/22

School Description and Mission Statement (School Year 2021—2022)

Camino Nuevo Charter Academy Kayne Siart Campus is a K-8 public charter school that serves the children and families of Los Angeles. It is part of a community of nonprofit charter public schools that prepares and empowers students for success in college and in life. We utilize a comprehensive approach that integrates academic rigor, community, family, and wellness to empower students to thrive in a culturally connected and changing world.

With a focus on providing a student-centered approach to teaching, Kayne Siart uses the Dynamic Blended Inclusion (DBI) model that educates students with disabilities alongside their peers in the same classroom. The DBI model is a data-based, proactive approach that identifies and addresses the dynamic learning strengths and needs of all students through strategic collaboration and targeted differentiation in the most inclusive manner possible. This model of special education ensures teachers are meeting the educational needs of each child.

A unique highlight of our school is our YOLA program which provides students with free instruments, intensive music instruction (up to 18 hours per week), academic support, and leadership training. The program began as an adaptation of Venezuela's revolutionary El Sistema music education program, but it is now an innovative model in its own right, guiding students and teachers from nearly 100 music programs around the country.

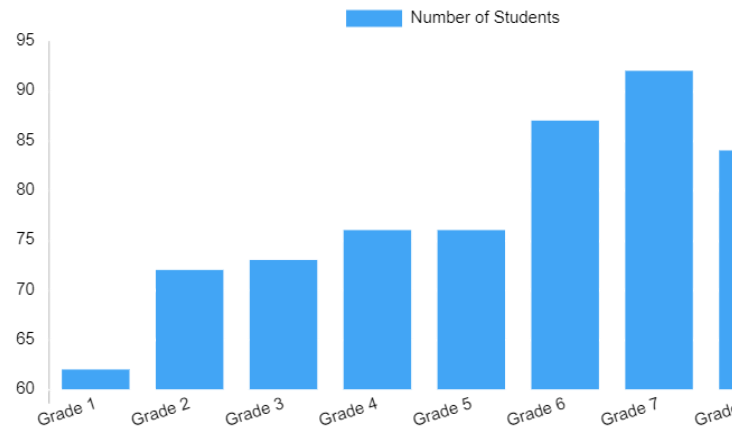
Staffed by bilingual and bicultural mental health professionals and interns, the Camino Nuevo Kayne Siart campus offers parent support groups, parenting workshops, student support groups, art classes, English classes, Spanish literacy classes, cooking classes, substance abuse prevention programs, individual and group counseling, crisis intervention, and teacher training. In particular, the Mental Health Program serves low-income, high-risk students and families in need of counseling and treatment intervention.

In partnership with Think Together, we offer an after-school program with both academic assistance and enrichment activities such as computer training, homework assistance, athletics, and college-preparatory counseling. Tutoring and project-based activities are also offered every school day on the Kayne Siart campus until 6 pm.

Last updated: 1/29/22

Student Enrollment by Grade Level (School Year 2020—2021)

Grade Level	Number of Students
Grade 1	62
Grade 2	72
Grade 3	73
Grade 4	76
Grade 5	76
Grade 6	87
Grade 7	92
Grade 8	84
Kindergarten	66
Total Enrollment	688



Last updated: 1/22/22

Student Enrollment by Student Group (School Year 2020—2021)

Student Group	Percent of Total Enrollment
Female	49.90%
Male	50.10%
Non-Binary	0.00%
American Indian or Alaska Native	0.30%
Asian	0.30%
Black or African American	0.30%
Filipino	0.40%
Hispanic or Latino	97.80%
Native Hawaiian or Pacific Islander	0.10%
Two or More Races	0.00%
White	0.60%

Student Group (Other)	Percent of Total Enrollment
English Learners	30.80%
Foster Youth	0.60%
Homeless	1.60%
Migrant	0.00%
Socioeconomically Disadvantaged	86.30%
Students with Disabilities	17.00%

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

Teacher Preparation and Placement (School Year 2020—2021)

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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

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

Last updated:

Teachers Without Credentials and Misassignments (School Year 2020—2021)

Authorization/Assignment	Number
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

Last updated:

**Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA) (School Year 2020—2021)**

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

Last updated:
Class Assignments (School Year 2020—2021)

Indicator	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

Last updated:

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021—2022)

Year and month in which the data were collected: January 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	American Reading Company (ARC)	Yes	0%
Mathematics	Bridges College Preparatory Mathematics (CPM)	Yes	0%
Science	STEMScopes	Yes	0%
History-Social Science	History Alive!		0%
Foreign Language			0%
Health			0%
Visual and Performing Arts			0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 1/25/22

School Facility Conditions and Planned Improvements

School Facility is in good repair, all critical systems and infrastructure are maintained and repaired on an on-going basis. Most work is outsourced and performed by specialized vendors. PM is performed on HVAC including quarterly filter changes and monthly PM service, PM is performed on gates and doors, PM is performed on alarm systems. Also electrical and plumbing undergo frequent checks and repairs as needed.

Some repairs have occurred due to normal operations such as roof leaks, painting and window resealing. Pest control using IPM are performed monthly. Cleaning and disinfecting are performed by an outsourced janitorial vendor.

Last updated: 1/21/22

School Facility Good Repair Status

Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: December 2021

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	No none issues or repairs required.
Interior: Interior Surfaces	Good	No known issues or repairs required.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Monthly pest control using IPM is performed with no known pest infestations. Cleaning and disinfecting performed by both in-house custodial and outsourced janitorial.
Electrical: Electrical	Good	No known issues. Repairs are minimal and performed as needed in a timely manner, primarily lighting ballasts and exit signs.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	No know issues. A touchless water bottle filler was added August 2021.
Safety: Fire Safety, Hazardous Materials	Good	School passed on fire safety systems including elevator. 6 fire exit signs were replaced August 2021. No known issues.
Structural: Structural Damage, Roofs	Good	Minor issue with waterproofing on second floor of B Building, 178 SF needs to be waterproofed. No roof issues.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	All are in good repair. The main parking gate operator and system were upgraded in January 2022.

Overall Facility Rate

Year and month of the most recent FIT report: December 2021

Overall Rating	Exemplary
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Last updated: 1/21/22

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

- **SARC Reporting in the 2020–2021 School Year Only**

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

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

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

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

- **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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019- 2020	School 2020- 2021	District 2019- 2020	District 2020- 2021	State 2019- 2020	State 2020- 2021
English Language Arts / Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

School Accountability Report Card

Subject	School 2019- 2020	School 2020- 2021	District 2019- 2020	District 2020- 2021	State 2019- 2020	State 2020- 2021
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

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

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

Last updated: 1/24/22

**CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	494	448	90.51	9.49	34.69
Female	248	230	92.74	7.26	37.17
Male	247	218	88.26	11.74	32.09
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	484	437	90.29	9.71	34.42
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	128	102	79.69	20.31	7.00
Foster Youth	--	--	--	--	--
Homeless	6	5	83.30	16.70	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	428	398	93	7	32.71
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	82	70	85.37	14.63	10.00

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/25/22

CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	494	443	89.49	10.51	24.94
Female	248	229	92.34	7.66	26.79
Male	247	214	86.64	13.36	23.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	484	432	89.26	10.74	24.88
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	128	101	78.91	21.09	11.00
Foster Youth	--	--	--	--	--
Homeless	6	4	66.70	33.30	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	429	386	89.98	10.02	26.44
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	82	69	84.15	15.85	10.29

Note: N/T values indicate that this school did not test students using the CAASPP for Mathematics.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/25/22

CAASPP Test Results in Science for All Students**Grades Five, Eight and High School****Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2019- 2020	School 2020- 2021	District 2019- 2020	District 2020- 2021	State 2019- 2020	State 2020- 2021
Science (grades 5, 8, and high school)	N/A	7.53	N/A	25.29	N/A	28.72

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

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

Last updated: 1/25/22

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	163	151	92.64	7.36	7.53
Female	82	76	92.68	7.32	12.16
Male	81	75	92.59	7.41	2.78
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	158	146	92.41	7.59	7.75
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	33	30	90.91	9.09	0.00
Foster Youth	0	0	0	0	0
Homeless	1	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	147	135	91.84	8.16	8.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	30	29	96.67	3.33	0.00

Note: N/T values indicate that this school did not test students using the CAASPP for Science.

Last updated: 1/25/22

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

California Physical Fitness Test Results (School Year 2020—2021)

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

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020–2021 school year and therefore no data are reported.

Last updated: 1/24/22

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2021-2022)

At Camino Nuevo, we value the strengths and gifts that diverse families contribute, and believe that learning must be relevant and contextual. Our Families as Partners program engages the whole family in the learning process in order to support our students' social, emotional, and intellectual development. Our goal is to create the strongest possible partnership between home and school in order to increase student achievement and success. We strongly believe that students will find greater levels of academic success when their home and school share similar values about learning, develop a positive relationship and work together to build a strong partnership. To ensure the development of authentic and productive relationships, Camino Nuevo offers a variety of opportunities for families to be involved both in the classroom, at the school level and provide input to school leaders. We further demonstrate our commitment to forging genuine partnerships with all families by offering high-quality family services, including a comprehensive family workshop program and case management for families in need.

- Each school site has several leadership committees that families can join. One of them is the English Learner Advisory Committee (ELAC): Each campus with 21 or more English learners' students has this committee. The committee is responsible for advising the principal and staff on programs and services for English learners. In addition, ELAC assists the school in the development of the school's needs assessment, and brainstorm ways to make families/guardians aware of the importance of regular school attendance. The Site Based Council (SBC) or the School Site Council (SSC) serves as an advisory council to the school site principals. The committee is responsible for reviewing policies and the LCAP goals (i.e. School Safety Plan, share resources available to support students & families, the Parent Involvement Policy, Spring and Winter Consolidated Applications, LCAP goals and the Retention and Culmination policy).
- Annual School Satisfaction Survey: Every year during the winter, parents received a survey to share comments, suggestions and concerns about the school. Parents can share the areas of the school they feel happiest about, areas that need improvement and suggestions to improve school-home communication. The survey is divided in different sections: college readiness, family engagement, family support, learning behaviors, school climate, school fit and technology/communication. Results from the survey are shared with school leaders, parents, teachers and the Home Support Office. Data from the survey informs school decisions, helps shape the Family as Partners Program and determines goals for the school year.
- Capacity Building/Family Workshops: Various family workshops and school special events and activities are held during the school year. Family Services Coordinators and/or school leaders facilitate parent workshops to explain parents how to read and understand SBAC reports. During spring, they also host parent workshops to explain the school's expectations about SBAC. The workshop includes helpful tips on what parents can do to support and prep their children at home for testing. Child's academic progress is monitored during parent-teacher conferences held in October, January and April and report cards are distributed at this time. Schools host parent workshops twice a year on how to have successful parent conferences. Parents not only receive sample questions to trigger conversations with teachers but they also receive information on how to prepare for conferences and how-to follow-up with teachers afterwards. In addition, during the school year, parents are encouraged to reach out to teachers if any questions arise regarding their child's academic achievement. Translators are scheduled beforehand for those teachers who do not speak Spanish.
- Parent and Family Engagement Policy - The Parent and Family Engagement Policy is reviewed and updated every year during an SBC meeting. Principals gather feedback from parents and other members, and make edits accordingly. The final version is available in English and Spanish from Family Services Coordinators and at the main office. The Families as Partners section on the

annual Family Handbook of our K-12th and preschool program have been aligned to provide continuity and alignment between both programs. CNCA has developed a written Title I parental involvement policy with input from Title I parents and Site Base Councils. Each year, CNCA also collects feedback from parents to inform any revisions to the policy that may be necessary. CNCA distributes the policy to parents of Title I students. It is distributed at the beginning of the school year and is available online via the CNCA website.

- **School-Parent Compact** – Describes the best possible ways to support families and increase student achievement. It was developed with input from parents to create the strongest possible partnership between home, school, and student in order to increase academic achievement and success. Parents/guardians are encouraged to complete 15 hours of volunteer service per family, per site. Attendance at workshops and school activities, completing city college classes, taking your student to the public library or by enrolling in other community-based education programs will count towards hours of volunteer service. These opportunities offer parents targeted training that empower and motivate them to seek personal and professional growth opportunities for themselves while advocating for a quality education and life for their students.
- **Professional Development/Staff Training** - As part of the onboarding process, all new staff attends a week of training which includes a session on our Families as Partners Program. New classified and certified staff learn about how to build trusting relationships with their families and how to link the learning in the classroom with learning at home. The session highlights how to better communicate and partner with families, as well as how to engage them as equal partners in the school community. In addition, the Family Services Coordinator hosts sessions during Professional Development week about how to engage families in the classroom and gather feedback to plan activities. The school has a full-time and bilingual Family Services Coordinator.
- **School Home Communication** - Schools communicate information to families in a culturally sensitive way via the school's website, Facebook and/or Parent Square. Schools also share information via traditional methods like a parent newsletter, robo-calls, etc. Family Coordinators have an open-door policy to assure parents feel comfortable reaching out when they need support for their children as well as referrals for any social or medical services. All communication to families is done in English and Spanish making sure that any difficult or complicated academic language is clearly explained in a culturally sensitive way. Translators are readily available during parent meetings including conferences and workshops to assure understanding and maximize communication.
- **Community Partnerships**: We leverage the expertise of our community partners like Promotoras Comunitarias, Breese Foundation and Central City Neighborhood Partners, to provide services and resources beyond academics.
- **Health & Wellness**: To serve the whole child and provide a continuum of care we also provide access to mental health services , case management, community referrals and parent support groups.
- **Community Building**: Each school offers opportunities to build community like parent meetings called Coffee with the Leadership Team, Open House, Math/Literacy Night and Back to School Nights, and a network-wide Book Club. This annual book club is a unique opportunity for parents to model reading at home, build community with other families as well as spending quality time with families from other school sites.

Family Services Coordinator: Lilian Ramirez (213) 736-5542

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates
- Chronic Absenteeism

Chronic Absenteeism by Student Group
(School Year 2020—2021)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	733	701	99	14.1
Female	356	346	45	13.0
Male	377	355	54	15.2
American Indian or Alaska Native	4	2	0	15.2
Asian	3	3	0	0.0
Black or African American	3	2	0	0.0
Filipino	4	4	0	0.0
Hispanic or Latino	711	683	98	14.3
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	0	0	0	0.0
White	6	5	1	20.0
English Learners	274	263	48	18.3
Foster Youth	7	4	0	0.0
Homeless	11	11	4	36.4
Socioeconomically Disadvantaged	623	605	87	14.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	122	119	29	24.4

Last updated:

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

(data collected between July through June, each full school year respectively)

Rate	School 2018- 2019	School 2020- 2021	District 2018- 2019	District 2020- 2021	State 2018- 2019	State 2020- 2021
Suspensions	1.53%	0.00%	0.65%	0.00%	3.47%	0.20%
Expulsions	0.00%	0.00%	0.02%	0.00%	0.08%	0.00%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Suspensions and Expulsions for School Year 2019—2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-2020	District 2019-2020	State 2019-2020
Suspensions	1.23%	0.44%	2.45%
Expulsions	0.00%	0.02%	0.05%

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to other year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to other school years.

Last updated: 1/25/22

Suspensions and Expulsions by Student Group
(School Year 2020—2021)

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

Last updated:
School Safety Plan (School Year 2021-2022)

The Comprehensive School Safety Plan (CSSP) was reviewed and updated with the Site Based Council on May 3, 2021.

Key elements of the CSSP are:

- Campus Emergency Procedures, scenarios, and required supplies
- Current status of school crime
- Child neglect and abuse reporting procedures
- Suspension/expulsion procedures
- Procedures to notify teachers of dangerous pupils
- Nondiscrimination policy
- Harassment, discrimination and bullying policy

Last updated: 1/24/22

D. Other SARC information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year 2018—2019

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	24.00	0	3	0
1	24.00	0	3	0
2	24.00	0	3	0
3	24.00	0	3	0
4	30.00	0	2	0
5	30.00	0	3	0
6	26.00	4	17	0
Other**	0.00	0	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year 2019—2020

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	24.00	0	3	0
1	23.00	0	3	0
2	24.00	0	3	0
3	24.00	0	3	0
4	30.00	0	2	0
5	30.00	0	2	0
6	20.00	15	19	0
Other**	30.00	0	1	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year 2020–2021

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	22.00	0	3	0
1	21.00	1	2	0
2	24.00	0	3	0
3	24.00	0	3	0
4	31.00	0	2	0
5	30.00	0	2	0
6	28.00	1	18	0
Other**	30.00	0	1	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—2019)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	8.00	4	0	0
Math	24.00	4	3	0
Science	30.00	0	6	0
Social Science	30.00	0	12	0

* Number of classes indicates how many classrooms 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2019—2020)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	30.00	1	0	0
Math	30.00	3	6	0
Science	30.00	0	6	0
Social Science	24.00	2	5	0

* Number of classes indicates how many classrooms 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2020–2021)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	30.00	0	0	1

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
Math	30.00	0	6	0
Science	29.00	0	6	0
Social Science	29.00	0	6	0

Last updated: 2/2/22

* Number of classes indicates how many classrooms 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.

Ratio of Pupils to Academic Counselor (School Year 2020—2021)

Title	Ratio
Pupils to Academic Counselor*	0.0

Last updated: 1/1/00

* 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.

Student Support Services Staff (School Year 2020—2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.50
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	0.00
Other	1.00

Last updated: 1/1/00

* 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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019—2020)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11803.52	\$3585.17	\$8218.34	\$60124.28
District	N/A	N/A	--	\$78721.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$8443.83	\$84665.00
Percent Difference – School Site and State	N/A	N/A	--	--

Last updated: 1/26/22

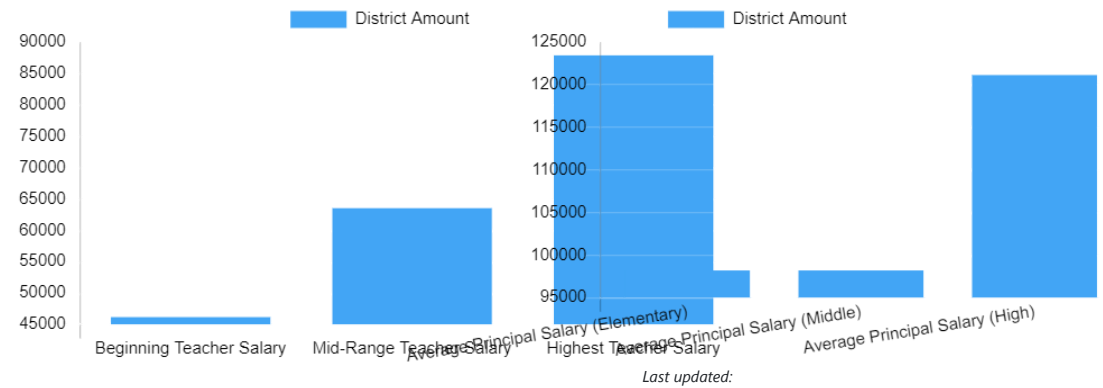
Note: Cells with N/A values do not require data.

Teacher and Administrative Salaries (Fiscal Year 2019—2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46162.00	\$50897.00
Mid-Range Teacher Salary	\$63520.00	\$78461.00
Highest Teacher Salary	\$87869.00	\$104322.00

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Elementary)	\$98193.30	\$131863.00
Average Principal Salary (Middle)	\$98193.30	\$137086.00
Average Principal Salary (High)	\$121119.00	--
Superintendent Salary	\$350000.00	\$297037.00
Percent of Budget for Teacher Salaries	28.00%	32.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Professional Development

Measure	2019-2020	2020-2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	16	10	17