

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

<b>Address:</b>	3500 West Temple St. Los Angeles, CA , 90004-3620	<b>Principal:</b>	Lawrence Boone, Principal
<b>Phone:</b>	(213) 736-5566	<b>Grade Span:</b>	9-12

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

### Lawrence Boone, Principal

Principal, Camino Nuevo High #2

### About Our School

Welcome to Camino Nuevo High School No. 2!!!

The purpose of this School Accountability Report Card is to provide you, the parents and the community, with specific information about academic achievements, student safety, campus facilities, qualifications of professional staff, instructional materials and progress in meeting state standards.

The underlying philosophy of CNHS No. 2 is that when under-served students are provided equal access to rigorous, research-based educational programs in which families are an integral component, children gain the tools to achieve academic success throughout their educational careers. CNHS No. 2 serves 465 students from grades 9-12. Approximately 98% of our students qualify for free or reduced meals, and approximately 98% of our student population is Hispanic/Latino. Our students reside in some of the most historically under served areas of Central Los Angeles, including the communities of MacArthur Park, Pico-Union, U.S., where the annual family income is among the lowest in the city.

Despite these economic and social disadvantages, our students are bucking the community trend with exceptional academic excellence, preparation for college, and civic engagement. The graduating for the class of 2020, 100% of graduating seniors met A-G requirements and 74% of graduating seniors were accepted into four-year colleges. Additionally, CNHS No. 2 students are becoming youth leaders in the community through school-based clubs, service learning projects, and involvement in college-readiness programs.

Our school has been able to overcome many of the barriers to high achievement that plague historically underserved communities. We are committed to reducing and eventually eliminating these disparities through a rigorous academic program that builds upon the diverse strengths of all students, regardless of the challenges they may bring to school. Similarly, we maintain a shared commitment to do "whatever it takes" to ensure that our students successfully navigate the social obstacles that hinder academic achievement by involving families and working relentlessly to create success for all.

### Contact

Camino Nuevo High #2  
3500 West Temple St.  
Los Angeles, CA 90004-3620

Phone: (213) 736-5566  
Email: [lawrence.boone@caminonuevo.org](mailto:lawrence.boone@caminonuevo.org)

## Contact Information (School Year 2021—2022)

### District Contact Information (School Year 2021—2022)

<b>District Name</b>	Los Angeles Unified
<b>Phone Number</b>	(213) 241-1000
<b>Superintendent</b>	Reilly, Megan
<b>Email Address</b>	<a href="mailto:megan.reilly@lausd.net">megan.reilly@lausd.net</a>
<b>Website</b>	<a href="http://www.lausd.net">www.lausd.net</a>

### School Contact Information (School Year 2021—2022)

<b>School Name</b>	Camino Nuevo High #2
<b>Street</b>	3500 West Temple St.
<b>City, State, Zip</b>	Los Angeles, CA , 90004-3620
<b>Phone Number</b>	(213) 736-5566
<b>Principal</b>	Lawrence Boone, Principal
<b>Email Address</b>	<a href="mailto:lawrence.boone@caminonuevo.org">lawrence.boone@caminonuevo.org</a>
<b>Website</b>	<a href="http://dalzelllance.caminonuevo.org">http://dalzelllance.caminonuevo.org</a>
<b>County-District-School (CDS) Code</b>	19647330127910

Last updated: 2/1/22

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

Camino Nuevo High School No. 2 aims to provide an academically rigorous, college preparatory program that prepares students to compete for admission to four-year colleges. The ultimate aim of the program is to graduate students who are well-educated, and engaged in addressing the social justice issues that plague their communities. All students are held to the highest standards of achievement and supported by a dedicated community of teachers and administrators. Building upon the success of the elementary and middle school programs of its sister schools, CNHS No.2 provides a high-quality college-preparatory high school option for its students.

When new students enter into CNHS No. 2, they are acclimated to our program with academic advising through Advisory and graduation path planning with site leaders. The high school program also utilizes many of the same programmatic components that have made the Elementary and Middle schools a success, including a college-going culture of high expectations, high quality core instruction including authentic literacy and conceptual math practices, a relevant curriculum that employs best practices for English language learners, and innovative programs to foster genuine partnerships with parents at the high school level. Our instructional program focuses on increasing rigor and full implementation of the Common Core State Standards, while infusing the importance of social justice, character education, and a college going culture to meet the needs of the whole child.

Furthermore, CNHS No. 2 maintains a small school environment with the capacity to serve 480 students. In comparison to larger schools, small schools have been shown to produce more favorable student attitudes, positive social behavior, better attendance, lower dropout rates, and positive interpersonal relationships that support academic success. We firmly believe that students have a much greater chance of academic and social success in this type of academic setting. All CNCA schools strive to create a culture of care for each individual student. We believe in teaching the whole child and using differentiated small group instruction to inspire students to self-define what motivates them to learn.

We maintain an unwavering commitment to providing high-quality educational opportunities to the students of this community and continue to work diligently to continuously strengthen our educational practices and achieve our mission of preparing students to succeed in college and beyond.

The CNHS No. 2 campus is distinguished by a number of exceptional offerings, including a college- preparatory instructional program that ensures all-student access to A-G coursework, Advanced Placement classes, and curricula designed to support students' social and emotional needs. Our course sequence is backwards planned from the demands of Advanced Placement courses, so as to adequately prepare students for the demands of college and career. Teachers design rigorous Common Core standards-based curriculum with authentic reading and writing at its core across the content areas.

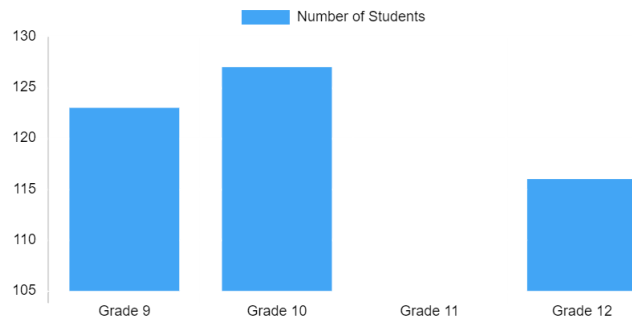
Conceptual math, science and technology coursework provides students the 21st century skills they need to succeed. In addition, project-based learning is used strategically to prepare students with the academic skills needed for college and career. All of the instructional practices that are currently employed among the existing CNCA schools are continuously refined and balanced against emerging educational research to strengthen how we serve the whole child on the K-12 continuum.

We have also established a partnership with our local community college, Los Angeles Community College to offer college courses to our students via the concurrent enrollment program. Classes are entry-level college courses, each granting students three transferable college credits. LACC offers classes the courses at our school site, and CNHS No. 2 provides students books and other needed instructional materials to ensure all-student access to the courses. This helps ensure our students are not only ready for college level coursework, but also prepared to complete college in four years.

*Last updated: 2/1/22*

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

Grade Level	Number of Students
Grade 9	123
Grade 10	127
Grade 11	105
Grade 12	116
Total Enrollment	471



Last updated: 2/1/22

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

Student Group	Percent of Total Enrollment
Female	43.30%
Male	56.70%
Non-Binary	0.00%
American Indian or Alaska Native	0.60%
Asian	0.60%
Black or African American	0.20%
Filipino	1.50%
Hispanic or Latino	94.90%
Native Hawaiian or Pacific Islander	0.20%
Two or More Races	0.00%
White	0.80%

Student Group (Other)	Percent of Total Enrollment
English Learners	19.70%
Foster Youth	0.40%
Homeless	0.40%
Migrant	0.00%
Socioeconomically Disadvantaged	90.40%
Students with Disabilities	16.60%

## 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	Teacher-curated materials	No	0%
Mathematics	College Preparatory Mathematics (CPM)	Yes	0%
Science	STEMScopes	Yes	0%
History-Social Science	Teacher-curated materials		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
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	No known issues. HVAC PM performed monthly with quarterly filter changes.
<b>Interior:</b> Interior Surfaces	Good	No known issues.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	Pest control using IPM practices performed monthly. Cleaning and disinfecting is good, performed daily M-F by both in-house custodians and outsourced janitorial.
<b>Electrical:</b> Electrical	Good	No known issues. New LEDS lights were installed December 2021 in classroom and admin building.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	Minor plumbing issues and repairs that are performed in a timely manner. Two new touchless water bottle fillers were installed July 2021. Restrooms were also upgraded July 2021.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	Fire safety is practiced. In January 2022, PM for the emergency lighting inverter was performed and a new control display was added. School practices fire safety.
<b>Structural:</b> Structural Damage, Roofs	Good	Two roof leaks occurred December 2021 that need to be repaired as soon as the roofer is available. These are in the admin building and are minor.
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	No issues with doors and windows. The main parking gate operator and controller were replaced in December 2021 along with the ground loop detectors for gate opening. The Main Pedestrian gate access system was replaced in July 2021. Rekeying of classroom doors occurred June 2021.

### 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
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: 1/12/22*

**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	102	NT	NT	NT	NT
Female	39	NT	NT	NT	NT
Male	63	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	97	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	22	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	90	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	NT	NT	NT	NT

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: 1/12/22*

**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	102	NT	NT	NT	NT
Female	39	NT	NT	NT	NT
Male	63	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	97	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	22	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	90	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	NT	NT	NT	NT

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: 1/12/22*

**Local Assessment Test Results in ELA by Student Group****Assessment Name(s): iReady Diagnostic****Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent At or Above Grade Level</b>
All Students	100	72	72	28	29
Female	38	30	79	21	40
Male	62	42	68	32	23
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino	95	68	72	28	31
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners	22	14	64	36	7
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged	92	67	73	27	31
Students Receiving Migrant Education Services					
Students with Disabilities	20	11	55	45	0

\*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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.

Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 1/27/22

**Local Assessment Test Results in Mathematics by Student Group****Assessment Name(s): iReady Diagnostic****Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent At or Above Grade Level</b>
All Students	100	64	64	36	25
Female	38	26	68	32	31
Male	62	38	61	39	22
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino	95	60	63	37	27
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners	22	11	50	50	9
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged	92	59	64	36	27
Students Receiving Migrant Education Services					
Students with Disabilities	20	9	45	55	0

\*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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.

Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 1/27/22

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

<b>Subject</b>	<b>School 2019- 2020</b>	<b>School 2020- 2021</b>	<b>District 2019- 2020</b>	<b>District 2020- 2021</b>	<b>State 2019- 2020</b>	<b>State 2020- 2021</b>
Science (grades 5, 8, and high school)	N/A	NT	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	115	NT	NT	NT	NT
Female	50	NT	NT	NT	NT
Male	65	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	114	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	21	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	2	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	104	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	NT	NT	NT	NT

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

*Last updated: 1/25/22*

**Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements**

UC/CSU Course Measure	Percent
2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission	8.07%
2019–2020 Graduates Who Completed All Courses Required for UC/CSU Admission	100.00%

*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: 1/25/22

## 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 he 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: Tanya Castro (213) 736-5566

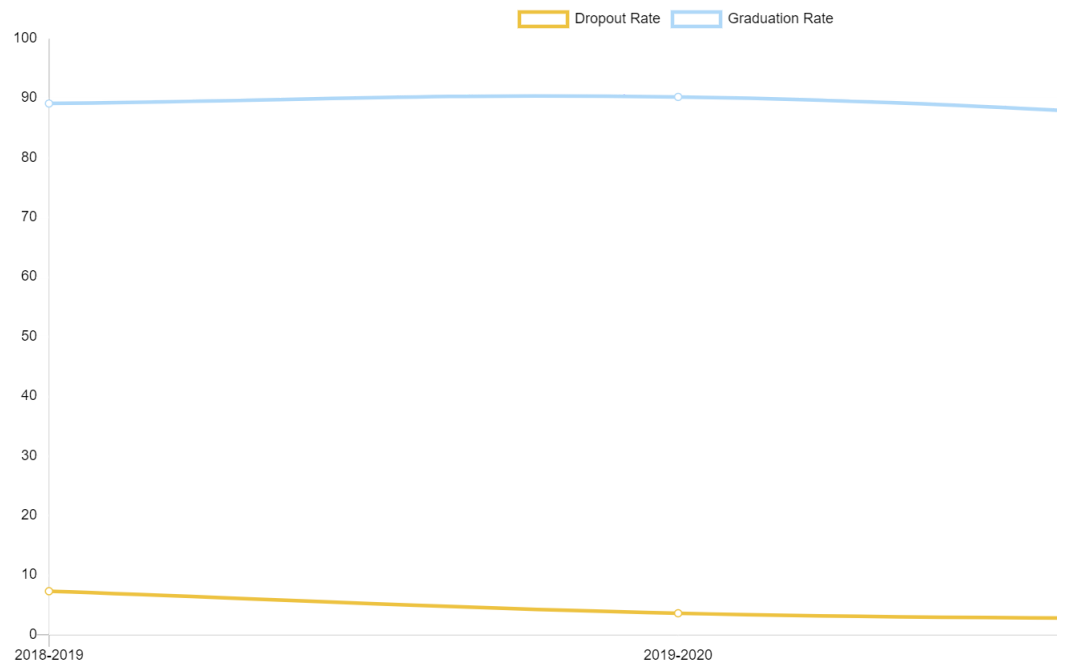
### State Priority: Pupil Engagement

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

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2018- 2019	School 2019- 2020	School 2020- 2021	District 2018- 2019	District 2019- 2020	District 2020- 2021	State 2018- 2019	State 2019- 2020	State 2020- 2021
Dropout Rate	7.30%	3.60%	2.50%	10.90%	8.90%	8.10%	9.00%	8.90%	9.40%
Graduation Rate	89.10%	90.20%	86.00%	81.50%	82.90%	83.50%	84.50%	84.20%	83.60%



**Graduation Rate by Student Group (Four-Year Cohort Rate)**  
**(School Year 2020—2021)**

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	121	104	86.0
Female	53	48	90.6
Male	68	56	82.4
Non-Binary	--	--	0.0
American Indian or Alaska Native	0	0	82.4
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	--	--	--
Hispanic or Latino	120	103	85.8
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	0	0	0.00
English Learners	35	24	68.6
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	121	104	86.0
Students Receiving Migrant Education Services	--	--	0.0
Students with Disabilities	24	20	83.3

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

*Last updated:*

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

<b>Student Group</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate</b>
All Students	483	473	230	48.6
Female	207	205	86	42.0
Male	276	268	144	53.7
American Indian or Alaska Native	3	3	1	53.7
Asian	2	2	0	0.0
Black or African American	1	1	1	100.0
Filipino	7	7	4	57.1
Hispanic or Latino	460	450	220	48.9
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	0	0	0	0.0
White	4	4	3	75.0
English Learners	99	97	57	58.8
Foster Youth	3	3	3	100.0
Homeless	2	2	0	0.0
Socioeconomically Disadvantaged	436	429	214	49.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	81	79	51	64.6

*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	1.25%	0.21%	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	3.02%	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	0.21	0
Female	0	0
Male	0.36	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	0.22	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	0.23	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 26, 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: 1/25/22

## 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 (Secondary) (School Year 2018—2019)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	29.00	3	13	4
Math	22.00	10	15	0
Science	29.00	2	11	3
Social Science	29.00	3	17	2

\* 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	26.00	6	17	0
Math	26.00	16	11	0
Science	30.00	1	17	0
Social Science	28.00	2	17	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	25.00	11	4	5
Math	25.00	4	11	6
Science	26.00	2	22	3
Social Science	27.00	1	15	6

*Last updated: 1/25/22*

\* 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*	1

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	0.00
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	\$14577.06	\$3111.48	\$11464.58	\$67546.43
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: 1/25/22

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

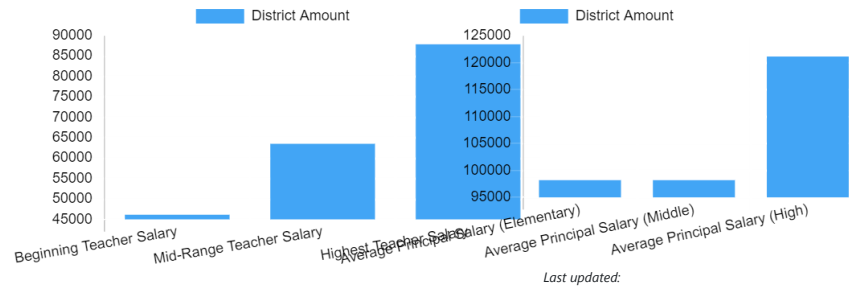
**Teacher and Administrative Salaries (Fiscal Year 2019—2020)**

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
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

School Accountability Report Card

Category	District Amount	State Average For Districts In Same Category
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/>.



**Advanced Placement (AP) Courses (School Year 2020—2021)****Percent of Students in AP Courses** 30.20%

Subject	Number of AP Courses Offered*
Computer Science	0
English	2
Fine and Performing Arts	2
Foreign Language	2
Mathematics	2
Science	1
Social Science	2
Total AP Courses Offered*	11.00%

*Last updated: 1/25/22*

\* Where there are student course enrollments of at least one student.

**Professional Development**

Measure	2019- 2020	2020- 2021	2021- 2022
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5