

Camino Nuevo Charter Academy #4
2020—2021 School Accountability Report Card
Reported Using Data from the 2020—2021 School
Year
California Department of Education

Address:	1018 Mohawk St. Los Angeles, CA , 90026- 3131	Principal:	Melissa Mendoza, Principal
Phone:	(213) 353-5300	Grade	K-8
		Span:	

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

Melissa Mendoza, Principal

Principal, Camino Nuevo Charter Academy #4

About Our School

Welcome to Camino Nuevo Charter - Cisneros Campus ! We are a caring community of learners committed to teaching students the skills and habits necessary to succeed in college, fulfill their dreams, and contribute positively to the world. We call ourselves the "Superstars," because by committing to constantly being our best selves, our students will be superstars in whatever they pursue. This year, our instructional focuses for our Superstars has been on helping students close any gaps created by the pandemic. Our literacy (ARC) and math (Bridges) programs are common core standards aligned and focus on multi tier interventions for studnets. We are excited to offer our students opportunities to regularly engage in the arts (visual, dance, music), and in Technology (2 to 1 tech if offered for school and home support), and are especially proud of our scholars in the K-8 bilingual program who have the added pricledge of learning content in English and Spanish.

Our school is also unique in that we practice mindfulness in all classrooms through the MindUP curriculum, address issues of behavior and equity through a restorative justice approach and support the social-emotional well-being of our students with the support of 2 in house mental health therapist. We also rely on our CNCA anchors to guide the work we do as a school community. Our 5 anchors are Excellence, Equity, Community, Innovation and Joy.

Our teachers and staff are committed members of our professional learning community, and with the leadership team as instructional coaches, we are focused as a team on constantly improving teaching and learning school wide so that our students get the best education possible. We consider parents and families to be our partners, and welcome them into our school to work together with us to create a school community that students and families can be proud of.

Melissa Mendoza
Principal

Contact

Camino Nuevo Charter Academy #4
1018 Mohawk St.
Los Angeles, CA 90026-3131

Phone: (213) 353-5300
Email: melissa.mendoza@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 #4
Street	1018 Mohawk St.
City, State, Zip	Los Angeles, CA , 90026-3131
Phone Number	(213) 353-5300
Principal	Melissa Mendoza, Principal
Email Address	melissa.mendoza@caminonuevo.org

Website	https://cisneros.caminonuevo.org/
County-District-School (CDS) Code	19647330124826

Last updated: 2/1/22

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

The Sandra Cisneros Campus is part of the Camino Nuevo Charter Academy network, a community of high-performing charter public schools that prepares and empowers students for success in college and in life.

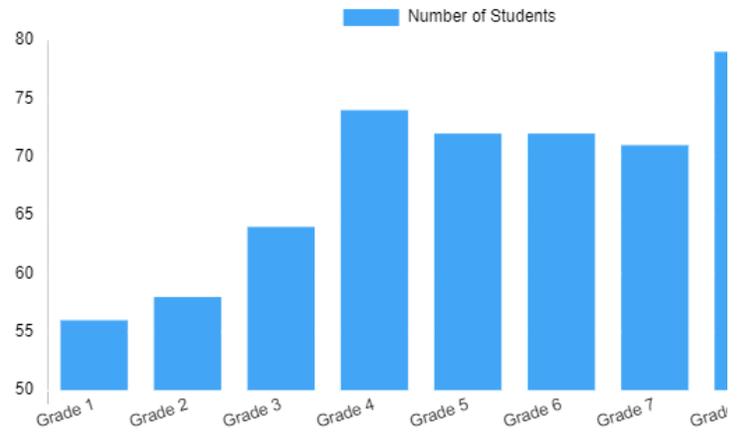
Our K-8 school serves the children and families of Echo Park in Los Angeles. Our comprehensive approach integrates academic rigor, community, family, and wellness supports to empower students to thrive in a culturally connected and changing world.

Our 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.

Last updated: 2/1/22

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

Grade Level	Number of Students
Grade 1	56
Grade 2	58
Grade 3	64
Grade 4	74
Grade 5	72
Grade 6	72
Grade 7	71
Grade 8	79
Kindergarten	52
Total Enrollment	598



Last updated: 2/1/22

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

Student Group	Percent of Total Enrollment
Female	47.30%
Male	52.70%
Non-Binary	0.00%
American Indian or Alaska Native	3.20%
Asian	0.00%
Black or African American	0.30%
Filipino	1.50%
Hispanic or Latino	93.00%
Native Hawaiian or Pacific Islander	0.20%
Two or More Races	0.50%
White	1.20%

Student Group (Other)	Percent of Total Enrollment
English Learners	31.30%
Foster Youth	0.80%
Homeless	2.50%
Migrant	0.00%
Socioeconomically Disadvantaged	83.90%
Students with Disabilities	15.60%

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	American Reading Company (ARC)	Yes	0%
Mathematics	Bridges College Preparatory Mathematics (CPM)	Yes	0%
Science	STEMScopes	Yes	0%
History-Social Science	A Young People's History of the United States 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
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	No known issues, currently all in good repair. HVAC is maintained monthly under a PM program and any issues are repaired in a timely manner. Two evaporator coils were replaced in October 2021.
Interior: Interior Surfaces	Good	No known issues, all in good condition.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Pest control through IPM monthly with no pest issues. School is cleaned and disinfected daily M-F by in-house custodians and outsourced night cleaning crew. Restrooms are cleaned and disinfected 3X daily when school is in session. Cleaning and disinfecting is a priority.
Electrical: Electrical	Good	No electrical issues or needed repairs.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	All restrooms and plumbing fixtures in good order. 4 touchless water bottle filler/fountains added in August 2021.
Safety: Fire Safety, Hazardous Materials	Good	School complies with fire safety code, has passed inspections including fire safety systems. No hazardous materials are stored at the facility. School staff complies with fire code requirements.
Structural: Structural Damage, Roofs	Good	No known issues including roof leaks.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	No issues with doors, gates and playground. Lunch tables were added to the playground September 2021.

Overall Facility Rate

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

Overall Rating	Exemplary
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Last updated: 2/1/22

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

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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: 1/25/22

**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	438	407	92.71	7.29	32.43
Female	200	187	93.50	6.50	37.43
Male	239	220	92.05	7.95	28.18
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	417	385	92.33	7.67	31.43
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	115	107	93.04	6.96	7.48
Foster Youth	--	--	--	--	--
Homeless	15	15	100	0	20
Military	0	0	0	0	0
Socioeconomically Disadvantaged	360	334	92.78	7.22	32.93
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	68	59	86.76	13.24	8.47

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	438	405	92.26	7.74	12.62
Female	200	188	94.00	6.00	9.57
Male	239	217	90.79	9.21	15.28
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	417	383	91.85	8.15	12.04
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	115	106	92.17	7.83	5.66
Foster Youth	--	--	--	--	--
Homeless	15	15	100	0	6.70
Military	0	0	0	0	0
Socioeconomically Disadvantaged	360	333	92.50	7.50	13.25
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	68	58	85.29	14.71	8.77

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	15.97	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: 1/26/22

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	153	144	94.12	5.88	15.97
Female	68	63	92.65	7.35	14.29
Male	85	81	95.29	4.71	17.28
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	149	140	93.96	6.04	16.43
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	26	24	92.31	7.69	4.17
Foster Youth	--	--	--	--	--
Homeless	3	0	0	100	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	138	130	94.20	5.80	17.69
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	20	95.24	4.76	5.00

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: 1/25/22

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 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: Daisy Aguirre (213) 353-5300

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	643	621	97	15.6
Female	304	293	47	16.0
Male	339	328	50	15.2
American Indian or Alaska Native	0	0	0	15.2
Asian	19	18	6	33.3
Black or African American	2	2	0	0.0
Filipino	12	10	1	10.0
Hispanic or Latino	596	578	87	15.1
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	3	3	0	0.0
White	8	7	2	28.6
English Learners	227	224	37	16.5
Foster Youth	7	7	5	71.4
Homeless	23	22	7	31.8
Socioeconomically Disadvantaged	540	521	85	16.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	99	96	24	25.0

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	2.22%	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	1.91%	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 April 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: 1/24/22

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	32.00	0	3	3
1	20.00	6	0	0
2	28.00	0	6	1
3	21.00	4	2	0
4	26.00	3	2	1
5	26.00	3	2	1
6	27.00	0	19	1
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	19.00	2	1	0
2	19.00	2	1	0
3	25.00	0	3	0
4	23.00	0	3	0
5	25.00	0	3	0
6	18.00	8	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 2020–2021

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	17.00	2	0	0
1	19.00	2	1	0
2	19.00	2	1	0
3	22.00	0	3	0
4	26.00	0	3	0
5	27.00	0	3	0
6	25.00	5	12	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 (Secondary) (School Year 2018–2019)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	20.00	4	5	0
Math	28.00	0	5	0
Science	28.00	0	5	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 2019–2020)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	24.00	1	6	0
Math	24.00	1	6	0
Science	26.00	0	6	0
Social Science	23.00	1	6	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	23.00	2	12	0

School Accountability Report Card

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
Math	23.00	0	6	0
Science	25.00	0	6	0
Social Science	25.00	0	6	0

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*	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)	1.00
Psychologist	0.00
Social Worker	0.00
Nurse	1.00
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	\$12646.14	\$3310.52	\$9335.62	\$59344.46
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

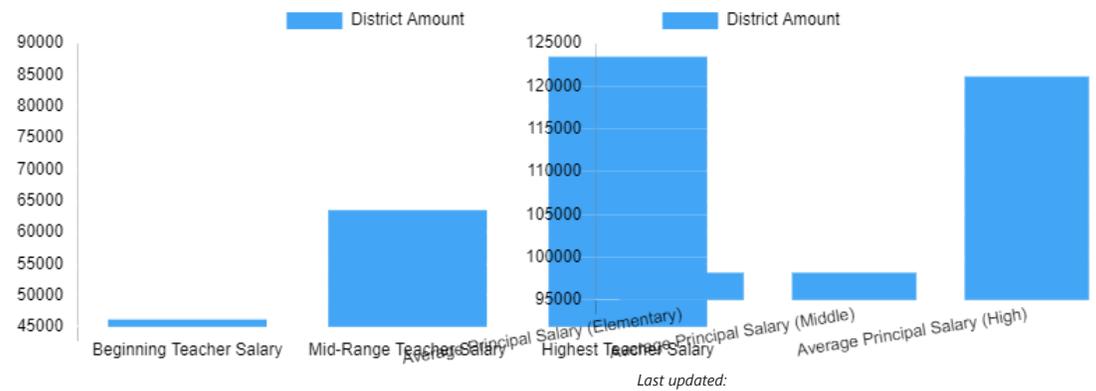
Note: Cells with N/A values do not require data.

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/>.



Advanced Placement (AP) Courses (School Year 2020—2021)**Percent of Students in AP Courses** 0.00%

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0.00%

Last updated: 1/26/22

* 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	50	46	48