

Camino Nuevo Elementary #3

2021–22 School Accountability Report Card

Reported Using Data from the 2021–22 School Year

California Department of Education

Address:	1723 Cordova St. Los Angeles, CA , 90007-1114	Principal:	Jay Laughlin
Phone:	(323) 730-7160	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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

California School Dashboard

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

Internet Access

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

About This School

Jay Laughlin

Principal, Camino Nuevo Elementary #3

About Our School



Hello Jaguar Families and Prospective Jaguar Families,

At Castellanos and Eisner CNCA #3, 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. We serve our students as one school, located on two campuses. Castellanos is where our Tk-5 grade students learn and grow, while Eisner is where our 6-8 grade students prepare to take-off for high school, college, and beyond. Our dual-language instructional program enables us to equitably serve all our students, while our vertically aligned, standards-based curriculum creates a pathway for all students to access and excel with grade-level content. At the root of our approach is social-emotional learning supports and Ethnic Studies pillars that guide our decisions for both what and how we teach.

We are committed to demonstrating CARE for our entire school community, with Comunidad (Community), Alegria (Joy), Respeto (Respect), and Equidad (Equity) serving as core values of our approach. We are excited to continue to grow our instructional program as one school serving all of our students across TK-8.

Thank you,

Jay Laughlin, Principal

Contact

Camino Nuevo Elementary #3
1723 Cordova St.
Los Angeles, CA 90007-1114

Phone: [\(323\) 730-7160](tel:(323)730-7160)

Email: jay.laughlin@caminonuevo.org

Contact Information (School Year 2022–23)

District Contact Information (School Year 2022–23)

District Name

Los Angeles Unified

Phone Number	(213) 241-1000
Superintendent	Carvalho, Alberto
Email Address	alberto.carvalho@lausd.net
Website	https://castellanos.caminonuevo.org/

School Contact Information (School Year 2022–23)

School Name	Camino Nuevo Elementary #3
Street	1723 Cordova St.
City, State, Zip	Los Angeles, CA , 90007-1114
Phone Number	(323) 730-7160
Principal	Jay Laughlin
Email Address	jay.laughlin@caminonuevo.org
Website	https://castellanos.caminonuevo.org/
County-District-School (CDS) Code	19647330122564

Last updated: 1/25/23

School Description and Mission Statement (School Year 2022–23)

CNES 3 serves 713 students in grades TK/K through 8. Ninety-three percent (93.24%) of the students qualify for free or reduced-price meals. The ethnic composition of the 2021-2022 student body at CNCA #3 was 96% Hispanic, 97% socioeconomically disadvantaged and 46.4% English language learners and 13.4% of students with disabilities.

CNES 3 is part of the Camino Nuevo Charter Academy (CNCA) network of schools. Camino Nuevo Charter Academy educates 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.

Camino Nuevo Charter Academy was founded in 1999 by Pueblo Nuevo Development, a nonprofit community development corporation in the MacArthur Park neighborhood west of downtown Los Angeles. The first campus opened its doors to students in August 2000. Most of the residents are immigrants from Mexico and Central America. The majority of CNCA's students reside in historically underserved neighborhoods of Los Angeles such as Westlake/MacArthur Park, Pico/Union, Koreatown, and the West Adams/Byzantine Latino Quarter.

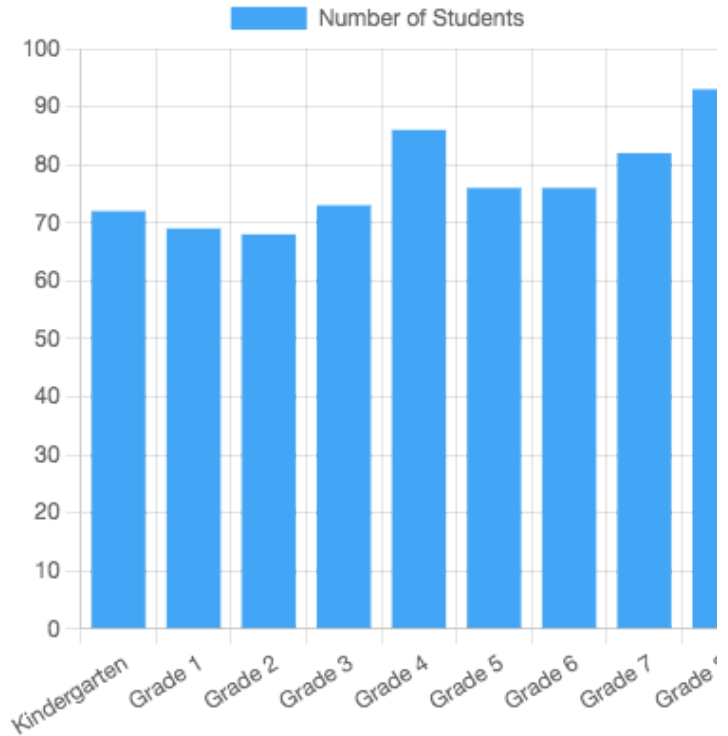
Mission Statement

Camino Nuevo Charter Academy educates 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: 1/25/23

Student Enrollment by Grade Level (School Year 2021–22)

Grade Level	Number of Students
Kindergarten	72
Grade 1	69
Grade 2	68
Grade 3	73
Grade 4	86
Grade 5	76
Grade 6	76
Grade 7	82
Grade 8	93
Total Enrollment	695



Minimum students was not met in the provided examples. Future development will include messages on the table to explain what the minimums are to display data.

Last updated: 1/30/23

Student Enrollment by Student Group (School Year 2021–22)

Student Group	Percent of Total Enrollment
Female	48.10%
Male	51.90%
Non-Binary	0.00%
American Indian or Alaska Native	0.30%
Asian	0.60%
Black or African American	0.30%
Filipino	0.00%
Hispanic or Latino	86.90%

Student Group (Other)	Percent of Total Enrollment
English Learners	53.20%
Foster Youth	0.60%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	94.50%
Students with Disabilities	12.20%

Student Group	Percent of Total Enrollment
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.10%
White	1.20%

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 2020–21)

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)	26.70	81.05	22369.20	82.26	228366.10	83.12
Intern Credential Holders Properly Assigned	3.90	12.09	714.60	2.63	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.00	6.06	1398.60	5.14	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.20	0.76	1060.30	3.90	12115.80	4.41
Unknown	0.00	0.00	1651.30	6.07	18854.30	6.86
Total Teaching Positions	32.90	100.00	27194.20	100.00	274759.10	100.00

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

Last updated: 1/28/23

Teacher Preparation and Placement (School Year 2021–22)

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)						

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
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 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: 1/28/23

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21 Number	2021-22 Number
Permits and Waivers	1.00	
Misassignments	1.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	2.00	

Last updated: 1/11/23

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

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.20	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.20	

Last updated: 1/11/23

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	7.50	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	10.10	

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

Last updated: 1/11/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)

Year and month in which the data were collected: Not Available

All curricular materials at our school are aligned to the California Common Core State Standards, California Frameworks, and/or Next Generation Science Standards. We ensure that all students have access to materials required in print and digital forms. Our curricula include:

- American Reading Company Core (English and Spanish Language Arts)
- Bridges Mathematics (TK-5 Math)
- Ready Common Core Math (6-8 Math)
- STEMScopes (Science)
- Systematic ELD (English Language Development)

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts			0%
Mathematics			0%
Science			0%
History-Social Science			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: 1/28/23

School Facility Conditions and Planned Improvements

The school site is in good and safe condition. The school campus was completed in 2010. The campus comprises of 21 classrooms, office spaces, a playground, indoor eating area, underground parking structure and is a total of 45,480 sf. New smartboard technology has been added to all classrooms. Outdoor green playground renovations begin Spring/Summer of 2023. Overall, the school is in good condition.

Outdoor green playground renovations will begin Spring/Summer of 2023. Twenty security cameras have been installed for as added security measure in January of 2023. All structural, interior, electrical, plumbing, mechanical/HVAC, roof, are in good conditions. There are no known problems at this time. Overall, the school is in good condition.

Last updated: 1/25/23

School Facility Good Repair Status

?The latest school inspection was on Dec.15, 2022; no significant facility issues were discovered. The school buildings are in good repair, clean and sanitary. Routine maintenance is being performed, regular preventative maintenance is also being performed. There is no outstanding deferred maintenance at this time. A green playground renovation, upgraded PA system, and burglar alarm are planned for spring of 2023?

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 2022

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Mechanical/HVAC is on PM services. The HVAC is serviced by an outside vendor. There are no significant known HVAC problems at this time. HVAC is also on an automation system, monitored by facility team directors, school operations manager, and lead custodians.?
Interior: Interior Surfaces	Good	?The interior surfaces are in good condition. The school hallways were painted in fall of 2022. Ceiling panels have also been replaced/repaired. There are no known interior problems at this time.?
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	The school is well maintained, clean, sanitary, and free if pest/vermin infestation.??

System Inspected	Rating	Repair Needed and Action Taken or Planned
Electrical: Electrical	Good	?There are no known problems at this time. All interior and exterior lights are fully functioning. The electrical server rooms have no known issues. The PA system will be repaired in the Spring/Summer 2023. This school site is supported by LAUSD M & O teams and larger building electrical repairs are reviewed by the M & O. ?
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Restrooms are upkept daily by on site custodial team as well as evening janitorial staff. The restroom were recently painted in summer of 2022. The restroom plumbing issues are met by outside vendors. There are no known problems at this time. All student and staff restrooms are in good condition.
Safety: Fire Safety, Hazardous Materials	Good	?The school site has met all Los Angeles Fire Department Reg. 4 compliance codes. The school site is well maintained and free of hazardous materials.?
Structural: Structural Damage, Roofs	Good	There are no known structural repairs needed at this time. The exterior structure and roof is in good condition. The hallways were painted in fall of 2022.?
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	?The school playground is well maintained space for students. The play yard will be renovated into a green school yard spring/summer of 2023. The school is adequately secure with gates and fences, there are no known issues at this time. The school entry gate was video intercom installed for added security purposes.?

Overall Facility Rate

Year and month of the most recent FIT report: December 2022

Overall Rating	Exemplary
----------------	-----------

Last updated: 1/25/23

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:

 - Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
 - Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
 - California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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 2020– 21	School 2021– 22	District 2020– 21	District 2021– 22	State 2020– 21	State 2021– 22
English Language Arts / Literacy (grades 3-8 and 11)	N/A	33%	N/A	41%	N/A	47%
Mathematics (grades 3-8 and 11)	N/A	18%	N/A	27%	N/A	33%

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Last updated: 1/25/23

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 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	504	490	97.22	2.78	33.40
Female	232	227	97.84	2.16	42.48
Male	272	263	96.69	3.31	25.57
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	443	433	97.74	2.26	33.41
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	49	45	91.84	8.16	35.56
White	--	--	--	--	--
English Learners	224	213	95.09	4.91	9.48
Foster Youth	--	--	--	--	--
Homeless				0	
Military	0	0	0	0	0
Socioeconomically Disadvantaged	432	425	98.38	1.62	32.86
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	69	68	98.55	1.45	8.82

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

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.

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

CAASPP 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 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	504	494	98.02	1.98	17.68
Female	232	227	97.84	2.16	15.04
Male	272	267	98.16	1.84	19.92
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	443	437	98.65	1.35	16.55
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	49	45	91.84	8.16	31.11
White	--	--	--	--	--
English Learners	224	218	97.32	2.68	6.45
Foster Youth	--	--	--	--	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	432	426	98.61	1.39	17.45
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	69	67	97.10	2.90	7.46

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

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.

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

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

Subject	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Science (grades 5, 8, and high school)					28.5	29.47

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

Note: For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

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

Last updated: 1/25/23

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	170	167	98.24	1.76	22.75
Female	75	74	98.67	1.33	27.03
Male	95	93	97.89	2.11	19.35
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	148	146	98.65	1.35	21.92
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	19	18	94.74	5.26	27.78
White	--	--	--	--	--
English Learners	74	71	95.95	4.05	5.63
Foster Youth	--	--	--	--	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	144	142	98.61	1.39	22.54
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	23	95.83	4.17	13.04

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: 1/25/23

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 2021–22)

Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	72.15%	73.41%	78.48%	72.15%	71.22%
7	88.04%	88.04%	89.13%	89.13%	89.13%
9	%	%	%	%	%

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/25/23

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2022–23)

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 to support our students' social, emotional, and intellectual development. Our goal is to create the strongest possible partnership between home and school 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 brainstorms 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 providing feedback on the school's LCAP goals (i.e., School Safety Plan, sharing 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 into 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: Family workshops and special school events and activities are held during the school year. Family Services Coordinators and/or school leaders facilitate parent workshops to explain to parents how to read and understand SBAC reports. These workshops allow parents to ask questions, share comments, and clarify doubts. 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. The 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 afterward. In addition, during the school year, parents

are encouraged to reach out to teachers in person and/or via Parent Square 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 annually 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 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 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 empowers and motivates 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, including a session on our Families as Partners Program. New classified and certified staff learn how to build trusting relationships with their families and link learning in the classroom with learning at home. The session highlights how to communicate better, partner with families, and 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, robocalls, etc. Family Coordinators have an open-door policy to assure parents feel comfortable reaching out when they need support for their children and referrals for any social or medical services. All communication with families is done in English and Spanish (or any preferred language for the family), ensuring that any difficult or complicated academic language is clearly explained in a culturally sensitive way. Translators are readily available during parent meetings, conferences, and workshops to ensure 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 a community, like parent meetings called Coffee with the Leadership Team (or "Cafecitos"), Open House, Math/Literacy Night, and Back to School Nights, and an organization-wide Parent Book Club. This annual book club is a unique opportunity for parents to model reading at home, build community with other families, and spend quality time with families from other school sites. The goal of the "Cafecitos" is for parents to learn, build community and get updates about the school. During these monthly parent meetings, school leaders interact with families. Parents also get an opportunity to share concerns, ask questions, offer suggestions and provide feedback on topics covered.

CAS/EIS Family Services Coordinator: Yesenia Rivas (323)730-1160

State Priority: Pupil Engagement

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

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

**Chronic Absenteeism by Student Group
(School Year 2021–22)**

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	754	754	392	52.0
Female	358	358	174	48.6
Male	396	396	218	55.1
American Indian or Alaska Native	1	1	1	100.0
Asian	3	3	0	0.0
Black or African American	1	1	1	100.0
Filipino	0	0	0	0.0
Hispanic or Latino	198	198	95	48.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	7	7	5	71.4
English Learners	377	377	218	57.83
Foster Youth	9	9	3	33.3
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	684	684	348	50.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	104	104	58	55.77

Last updated: 1/31/23

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 for School Year 2019–20 Only

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

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	0.00%	0.44%	2.45%
Expulsions	0.00%	0.02%	0.05%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 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 2019–20 school year compared to other school years.

Suspensions and Expulsions

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

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	2.22%	1.50%	0.00%	0.46%	0.20%	3.17%
Expulsions	0.00%	0.00%	0.00%	0.02%	0.00%	0.07%

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.

Last updated: 1/30/23

Suspensions and Expulsions by Student Group (School Year 2021–22)

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.50	0.00
Female	.63	0.00
Male	.88	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.13	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	.88	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.25	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	.63	0.00

Last updated: 1/30/23

School Safety Plan (School Year 2022–23)

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

Schools and districts must comply with California Education Code (EC) sections 32280–89. It is each school's responsibility to ensure ongoing compliance with requirements including the development, revision, and updating of its comprehensive school safety plan through a collaborative process. School site councils or designated safety committees

must work with educators, classified staff, parents, and community leaders; they must consult with law enforcement to ensure these plans are effective and current.

The school's plan includes strategies and policies to prevent and respond to potential incidents involving emergencies, natural and other disasters, hate crimes, violence, active assailants/intruders, bullying and cyberbullying, discrimination and harassment, child abuse and neglect, discipline, suspension and expulsion, and other safety aspects.

The CSSP was reviewed and approved by the school site council on January 27, 2022.

Last updated: 1/25/23

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 2019–20

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	22.00		4	
1	26.00		1	
2	25.00		3	
3	22.00		3	
4	28.00		3	
5	28.00		3	
6	26.00	4	20	
Other**	25.00		3	

* 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 2020–21

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	25.00		3	
1	24.00		3	
2	26.00		3	
3	29.00		3	
4	26.00		3	
5	29.00		3	
6	25.00	2	11	
Other**				

* 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 2021–22

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	18.00	1	3	
1	17.00	2	2	
2	17.00	2	2	
3	18.00	1	3	
4	22.00	1	3	
5	20.00	5	4	
6	18.00	10	13	
Other**				

* 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 2019–20)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	26.00	2	6	
Mathematics	30.00		7	
Science	29.00	1	5	1
Social Science	30.00		6	

* 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 2020–21)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	27.00	2	6	
Mathematics	31.00		6	
Science	31.00		5	
Social Science	31.00		3	

* 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 2021–22)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	22.00	4	9	
Mathematics	27.00		6	
Science	24.00	1	6	
Social Science	25.00	1	6	

* 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.

Last updated: 1/31/23

Student Support Services Staff (School Year 2021–22)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.75
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.80
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.80
Resource Specialist (non-teaching)	
Other	0.40

* 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.

Last updated: 1/31/23

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
-------	------------------------------	-------------------------------------	---------------------------------------	------------------------

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12714.46	\$3685.51	\$9028.95	\$55211.10
District	N/A	N/A	--	\$78635.00
Percent Difference – School Site and District	N/A	N/A	8796.00%	--
State	N/A	N/A	\$6593.62	\$85368.00
Percent Difference – School Site and State	N/A	N/A	--	--

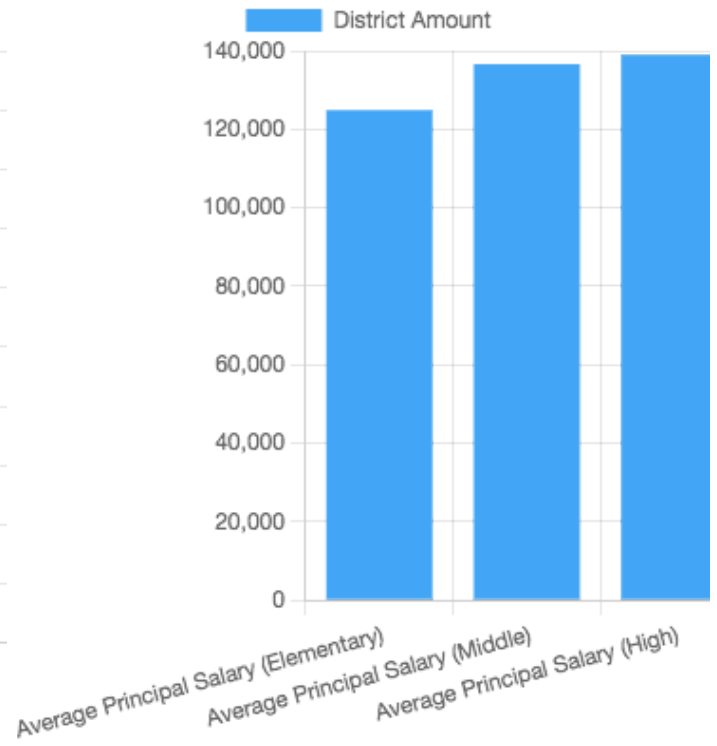
Note: Cells with N/A values do not require data.

Last updated: 1/31/23

Teacher and Administrative Salaries (Fiscal Year 2020–21)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46587.00	\$51080.95
Mid-Range Teacher Salary	\$74412.00	\$77514.16
Highest Teacher Salary	\$92389.00	\$105763.62
Average Principal Salary (Elementary)	\$124878.00	\$133420.78
Average Principal Salary (Middle)	\$136594.00	\$138593.75
Average Principal Salary (High)	\$138948.00	\$153391.60
Superintendent Salary	\$350000.00	\$298376.74
Percent of Budget for Teacher Salaries	27.02%	31.60%
Percent of Budget for Administrative Salaries	4.66%	4.97%

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



Last updated: 1/26/23

Professional Development

Measure	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	15	15	15

Last updated: 1/25/23