

Camino Nuevo High #2

2021–22 School Accountability Report Card

Reported Using Data from the 2021–22 School Year

California Department of Education

Address: 3500 West Temple St.
Los Angeles, CA , 90004-3620

Principal: Lawrence Boone

Phone: (213) 736-5566

Grade Span: 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 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

Lawrence Boone

📍 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 underserved 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 95% 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 underserved 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. For the graduating class of 2020, 100% of graduating seniors met A-G requirements and 70% 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**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	http://dalzelllance.caminonuevo.org

School Contact Information (School Year 2022–23)

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

Last updated: 1/25/23

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

CNHS 2 serves 488 students in grades 9-12. Ninety-one percent (91.54%) of the students qualify for free or reduced-price meals. The ethnic composition of the 2021-2022 student body at CNHS 2 was 94.90% Hispanic, 90.45% socioeconomically disadvantaged and 19.75% English language learners and 16.56% of students with disabilities.

CHNS 2 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.

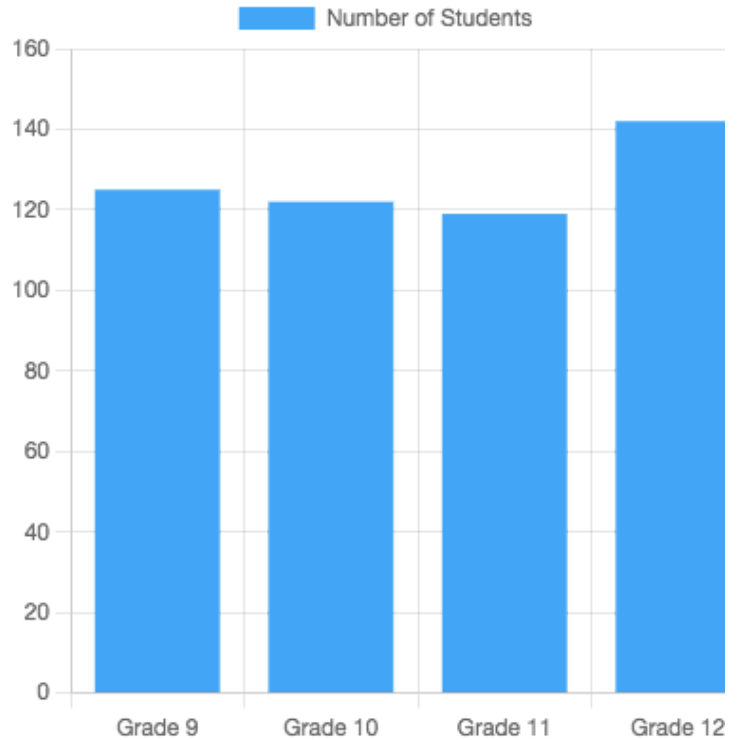
Mission Statement

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
Grade 9	125
Grade 10	122
Grade 11	119
Grade 12	142
Total Enrollment	508



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	41.30%
Male	58.70%
Non-Binary	0.00%
American Indian or Alaska Native	0.40%
Asian	1.40%
Black or African American	0.00%
Filipino	1.00%
Hispanic or Latino	87.20%
Native Hawaiian or Pacific Islander	0.20%

Student Group (Other)	Percent of Total Enrollment
English Learners	21.30%
Foster Youth	0.20%
Homeless	0.60%
Migrant	0.00%
Socioeconomically Disadvantaged	95.10%
Students with Disabilities	18.10%

Student Group	Percent of Total Enrollment
Two or More Races	0.00%
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)	17.80	80.67	22369.20	82.26	228366.10	83.12
Intern Credential Holders Properly Assigned	1.90	9.01	714.60	2.63	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.90	9.01	1398.60	5.14	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.20	1.22	1060.30	3.90	12115.80	4.41
Unknown	0.00	0.00	1651.30	6.07	18854.30	6.86
Total Teaching Positions	22.00	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	1.60	
Misassignments	0.30	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	1.90	

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)	5.50	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	20.20	

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 College Preparatory Mathematics for Math, STEMScopes for Science, Project Lead the Way for STEM electives, and teacher-created and curated materials for all other subjects.

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 latest school inspection was on Dec.19, 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.?

?The school campus is in good and safe condition. The school campus was completed in 2011. The campus comprises of 21 classrooms, office spaces, indoor and outdoor eating areas and is a total of 45,480 sf. Smartboard technology has been added to all classrooms. Most recent renovations include added security cameras, a fence around the school site to discourage homeless encampments and trespassing, new flooring in the administrative building, a 12 hr security guard, and new electrical lights in all classrooms. ?

Last updated: 1/25/23

School Facility Good Repair Status

?The latest school inspection was on Dec.19, 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.?

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. 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.
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. All classroom lights have been recently replaced in summer of 2023.

System Inspected	Rating	Repair Needed and Action Taken or Planned
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 summer of 2022.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	The school playground is well maintained, modern and shaded space for students. The turf field where PE classes are held is maintained and inspected quarterly, repairs as needed. Most recent partial turf replacement took place in December 2022. ?

Overall Facility Rate

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

Overall Rating	Exemplary
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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:

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).
- **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	60%	N/A	41%	N/A	47%
Mathematics (grades 3-8 and 11)	N/A	20%	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: 1/26/23

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	115	109	94.78	5.22	59.63
Female	58	56	96.55	3.45	69.64
Male	57	53	92.98	7.02	49.06
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	105	101	96.19	3.81	61.39
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	22	18	81.82	18.18	22.22
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	99	95	95.96	4.04	56.84
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	19	95.00	5.00	10.53

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	115	109	94.78	5.22	20.18
Female	58	56	96.55	3.45	23.21
Male	57	53	92.98	7.02	16.98
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	105	101	96.19	3.81	19.80
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	22	18	81.82	18.18	5.56
Foster Youth	0	0	0	0	0
Homeless				0	
Military	0	0	0	0	0
Socioeconomically Disadvantaged	99	95	95.96	4.04	21.05
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	19	95.00	5.00	0.00

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)	NT		NT		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: 1/26/23

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	248	218	87.90	12.10	16.97
Female	109	97	88.99	11.01	18.56
Male	139	121	87.05	12.95	15.70
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	226	202	89.38	10.62	17.82
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	6	54.55	45.45	--
White	--	--	--	--	--
English Learners	52	45	86.54	13.46	2.22
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	208	182	87.50	12.50	18.13
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	43	36	83.72	16.28	2.78

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: 1/26/23

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

UC/CSU Course Measure	Percent
2021–22 Pupils Enrolled in Courses Required for UC/CSU Admission	83.33%

UC/CSU Course Measure	Percent
2020–21 Graduates Who Completed All Courses Required for UC/CSU Admission	--

Last updated: 1/28/23

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
9	97.48%	97.48%	97.48%	97.48%	97.48%

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: 1/28/23

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, 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 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.

DALZELL Family Coordinator: Tanya Castro (213) 736-5566

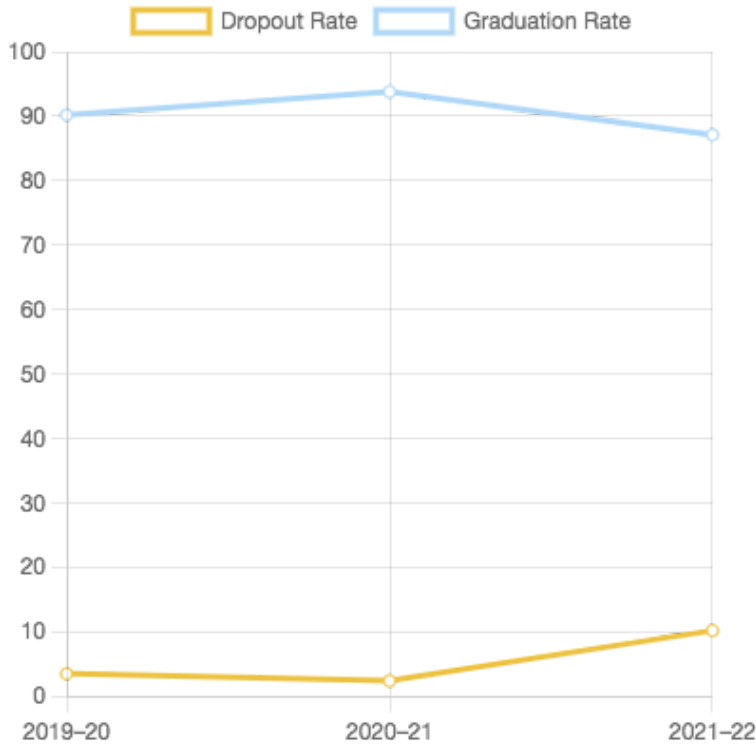
State Priority: Pupil Engagement

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

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

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

Indicator	School 2019–20	School 2020–21	School 2021–22	District 2019–20	District 2020–21	District 2021–22	State 2019–20	State 2020–21	State 2021–22
Dropout Rate	3.6%	2.5%	10.3%	8.9%	8.1%	7.8%	8.9%	9.4%	7.8%
Graduation Rate	90.2%	93.8%	87.1%	82.9%	83.5%	87.4%	84.2%	83.6%	87.0%



Last updated: 1/31/23

Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2021–22)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	147	128	87.1
Female	54	46	85.2
Male	93	82	88.2
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	1	1	100
Asian	1	1	100
Black or African American	0	0	0.00
Filipino	3	3	100
Hispanic or Latino	135	116	86
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	2	0	0
English Learners	35	28	80
Foster Youth	--	--	--
Homeless	2	1	50
Socioeconomically Disadvantaged	141	122	86.52
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	25	22	88

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: 1/31/23

**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	517	517	205	39.65
Female	215	215	84	39.07
Male	302	302	121	40.6
American Indian or Alaska Native	2	2	2	100.0
Asian	7	7	4	57.15
Black or African American	0	0	0	0.0
Filipino	5	5	1	20.0
Hispanic or Latino	452	452	175	38.72
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	0	0	0	0.0
White	6	6	3	50.0
English Learners	97	97	56	57.73
Foster Youth	0	0	0	0
Homeless	9	9	6	66.7
Socioeconomically Disadvantaged	501	501	203	40.52
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	98	98	48	48.98

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	0.21%	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	2.62%	2.21%	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	2.21	0.00
Female	.37	0.00
Male	1.85	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	1.85	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	.92	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.21	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	.74	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 February 22, 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				
1				
2				
3				
4				
5				
6				
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 2020–21

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
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				
1				
2				
3				
4				
5				
6				
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	6	17	
Mathematics	22.00	16	11	
Science	30.00	1	17	
Social Science	28.00	2	17	

* 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	67.00		4	5
Mathematics	48.00	4		6
Science	90.00	2		3
Social Science	73.00	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.

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	8	8	1
Mathematics	19.00	10	5	2
Science	29.00	1	10	
Social Science	29.00	2	11	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.

Last updated: 1/31/23

Ratio of Pupils to Academic Counselor (School Year 2021–22)

Title	Ratio
Pupils to Academic Counselor*	508.00

* 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.

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)	1.50
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.80
Social Worker	
Nurse	
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
School Site	\$15651.31	\$4852.76	\$10798.55	\$59807.61
District	N/A	N/A	\$8796.00	\$78635.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$6593.62	\$85368.00
Percent Difference – School Site and State	N/A	N/A	--	--

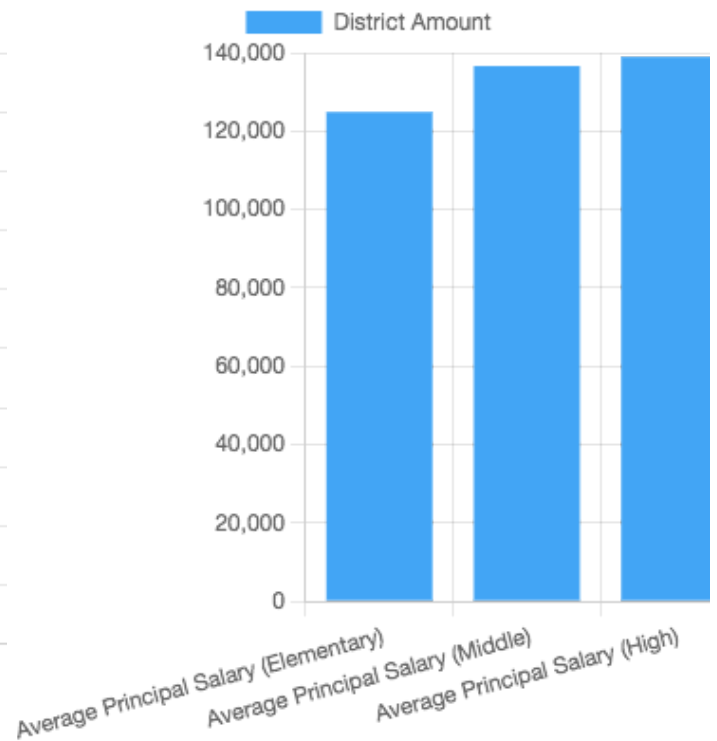
Note: Cells with N/A values do not require data.

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

Advanced Placement (AP) Courses (School Year 2021–22)**Percent of Students in AP Courses**

Subject	Number of AP Courses Offered*
Computer Science	0
English	1
Fine and Performing Arts	0
Foreign Language	0
Mathematics	1
Science	0
Social Science	1
Total AP Courses Offered*	3.00%

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

Last updated: 1/28/23

Professional Development

Includes full days only; additionally teachers have weekly PD for 2 hours each throughout the year

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

Last updated: 1/26/23