

Camino Nuevo Charter Academy #4
2022–23 School Accountability Report Card
Reported Using Data from the 2022–23 School
Year
California Department of Education

Address: 1018 Mohawk St.
Los Angeles, CA , 90026-
3131

Principal: Charles Miller, Vice
President of Schools

Phone: (213) 353-5300

Grade K-8
Span:

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements 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

Charles Miller, Vice President of Schools

📍 Principal, Camino Nuevo Charter Academy #4

About Our School



Welcome to Camino Nuevo Charter - Cisneros Campus! We are a caring community of learners committed to teaching students the skills and habits necessary to succeed in college, fulfill their dreams, and contribute positively to the world. We call ourselves the "Superstars," because by committing to constantly being our best selves, our students will be superstars in whatever they pursue.

Our literacy (ARC) and math (Bridges) programs are common core standards aligned and focus on multi tier interventions for students. We are excited to offer our students opportunities to regularly engage in the arts (visual, dance, music), and in Technology. We are especially proud of our scholars in the K-8 bilingual program who have the added privilege of learning content in both English and Spanish.

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

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

Contact

Camino Nuevo Charter Academy #4

1018 Mohawk St.

Los Angeles, CA 90026-3131

Phone: [\(213\) 353-5300](tel:2133535300)

Email: charles.miller@caminonuevo.org

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)

District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Carvalho, Alberto
Email Address	superintendent@lausd.net
Website	www.lausd.net

School Contact Information (School Year 2023–24)

School Name	Camino Nuevo Charter Academy #4
Street	1018 Mohawk St.
City, State, Zip	Los Angeles, CA , 90026-3131
Phone Number	(213) 353-5300
Principal	Charles Miller, Vice President of Schools
Email Address	charles.miller@caminonuevo.org
Website	https://cisneros.caminonuevo.org/
County-District-School (CDS) Code	19647330124826

Last updated: 1/22/24

School Description and Mission Statement (School Year 2023–24)

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

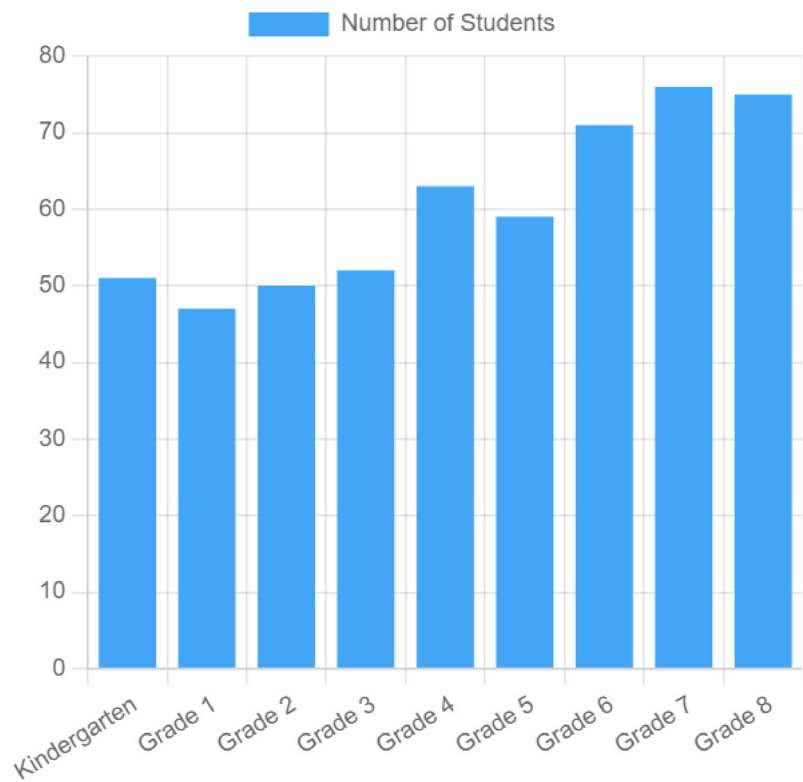
Our K-8 school serves the children and families of Echo Park in Los Angeles. Our comprehensive approach integrates academic rigor, community, family, and wellness supports to empower students to thrive in a culturally connected and changing world. [Learn more about our approach.](#)

Our mission is to educate students in a college preparatory program to be literate, critical thinkers, and independent problem solvers who are agents of social justice with sensitivity toward the world around them.

Last updated: 1/24/24

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Kindergarten	51
Grade 1	47
Grade 2	50
Grade 3	52
Grade 4	63
Grade 5	59
Grade 6	71
Grade 7	76
Grade 8	75
Total Enrollment	544



Last updated: 1/29/24

Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	49.10%
Male	50.90%
Non-Binary	0.00%
American Indian or Alaska Native	0.40%
Asian	0.90%
Black or African American	1.70%
Filipino	1.30%
Hispanic or Latino	92.10%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	1.70%
White	2.03%

Student Group (Other)	Percent of Total Enrollment
English Learners	35.50%
Foster Youth	1.10%
Homeless	6.10%
Migrant	0.00%
Socioeconomically Disadvantaged	90.40%
Students with Disabilities	18.10%

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)	29.50	88.06%	22369.20	82.26%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.00	0.00%	714.60	2.63%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.00	11.94%	1398.60	5.14%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	1060.30	3.90%	12115.80	4.41%
Unknown/Incomplete/NA	0.00	0.00%	1651.30	6.07%	18854.30	6.86%
Total Teaching Positions	33.50	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: 1/17/24

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)	31.80	88.83%	23128.20	84.33%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	804.50	2.93%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.00	5.57%	1474.90	5.38%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	2.79%	1009.60	3.68%	11953.10	4.28%
Unknown/Incomplete/NA	1.00	2.79%	1009.30	3.68%	15831.90	5.67%
Total Teaching Positions	35.90	100.00%	27426.80	100.00%	279044.80	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: 1/17/24

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

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	1.00	2.00
Misassignments	3.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	4.00	2.00

Last updated: 11/2/23

**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	0.00	1.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	1.00

Last updated: 11/2/23

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)	26.00%	0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00%	0%

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: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: June 2023

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	American Reading Company (ARC) Core	Yes	0
Mathematics	Bridges Mathematics (K-5) Ready Common Core Mathematics (6-8)	Yes	0
Science	STEMScopes	Yes	0
History-Social Science	Self-Created	Yes	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.

School Facility Conditions and Planned Improvements

The school campus is in good and safe condition. The school campus was completed in 2011. The campus comprises of 31 classrooms, office spaces, a two outdoor playgrounds, indoor eating area and is a total of 67,000sf. Renovations from 2022 include the installation of an AV system, 8 additional security cameras, hallways and student restrooms were repainted, and upgrades of smart board technology as needed. The site is also supported by LAUSD M&O. The outdoor kinder yard play surface requires replacement and this has been reported to LAUSD. A new burglar system was installed as well as a PA system in the Multipurpose Room.

Student restrooms were painted and cleaned. A general cleaning of the underground garage took place. Planned improvements include kinder play surface replacement, upon LAUSD approval.

Last updated: 1/26/24

School Facility Good Repair Status

Overall, the school campus is in good condition. There are no significant repairs at known at this time. Upgraded burglar and PA systems will take place in spring/summer 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: 2022

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: 2022

Overall Rating	Exemplary
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Last updated: 1/26/24

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 [CAA] 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. CAA 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 CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA 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 completed state-
administered assessment
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2021– 22	School 2022– 23	District 2021– 22	District 2022– 23	State 2021– 22	State 2022– 23
English Language Arts / Literacy (grades 3-8 and 11)	32%	31%	41%	41%	47%	46%
Mathematics (grades 3-8 and 11)	20%	17%	27%	29%	33%	34%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 CAA divided by the total number of students who participated in both assessments.

Last updated: 1/26/24

CAASPP Test Results in ELA by Student Group for students taking and completed
state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	370	362	97.84%	2.16%	30.76%
Female	177	173	97.74%	2.26%	35.26%
Male	193	189	97.93%	2.07%	26.46%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	351	343	97.72%	2.28%	28.86%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	109	100	92.59%	7.41%	4%
Foster Youth	--	--	--	--	--
Homeless	16	12	75.00%	25.00%	16.67%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	339	334	98.53%	1.47%	30.24%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	68	67	98.53%	1.47%	8.95%

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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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: 1/26/24

CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	369	368	99.73%	0.27%	17.30%
Female	176	175	99.43%	0.57%	14.29%
Male	193	193	100.00%	0.00%	20.20%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	350	349	99.71%	0.29%	16.33%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	107	106	99.07%	0.93%	7.55%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	16	16	100.00%	0.00%	6.25%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	339	338	99.71%	0.29%	15.97%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	68	67	98.53%	1.47%	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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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: 1/26/24

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 2021– 22	School 2022– 23	District 2021– 22	District 2022– 23	State 2021– 22	State 2022– 23
Science (grades 5, 8, and high school)	19.58%	17.80%	20.02%	20.46%	29.47%	30.29%

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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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: 1/25/24

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	118	118	100%	0%	17.80%
Female	49	49	100.00%	0.00%	6.12%
Male	69	69	100%	0%	26.09%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	110	110	100%	0%	16.37%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	33	33	100.00%	0.00%	3.03%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	108	108	100%	0%	17.59%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	26	26	100%	0%	11.54%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/26/24

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 2022–23)

Percentage of Students Participating in each of the five Fitness Components

Grade	Component				
	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	83.33%	87.04%	87.04%	81.48%	77.78%
7	100%	100%	96.05%	100%	98.68%

Note: The administration of the PFT during 2021–22 and 2022–23 school years, only participation results are required for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/24/24

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 2023–24)

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 and at the school level. Families are also able 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.

- Committees - 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 language learners has this committee. This committee is responsible for advising the principal and staff on programs and services for English language 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) is another committee that families can join. It serves as an advisory council to the school site principals. This 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 Families 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. Student and Family Services Coordinators and/or other school leaders facilitate a variety of workshops throughout the year. Topics like SBAC, ELPAC, Mental Health, and college and career readiness, as well as how to successfully transition to middle and high school are covered. Schools also host workshops on how to have successful parent conferences, as student academic progress is monitored during these conferences three times per year (in October, January, and April) and report cards are distributed at this time. At these workshops, 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 by Student and Family Services Coordinators and can be found at the main office. 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 – The 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 students 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 enrolling in other community-based education programs counts 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 Student and Family Services Coordinators host sessions during Professional Development week about how to engage families in the classroom and gather feedback to plan activities. Each school has a full-time and bilingual Student and Family Services Coordinator.

- School Home Communication - Schools communicate information to families in a culturally sensitive way via the school's website, social media (Facebook/Instagram), and/or Parent Square. Schools also share information via traditional methods like a parent newsletter, robocalls, etc. Student and Family Coordinators have an open-door policy to ensure 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 community, like parent meetings called Coffee with the Leadership Team (or "Cafecitos"). 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 and parents get an opportunity to share concerns, ask questions, offer suggestions and provide feedback on topics covered. Other events include Open House, Math/Literacy Night, Back to School Night, and an organization-wide Parent Book Club. The 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.

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 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	575	560	243	43.4%
Female	281	272	119	43.8%
Male	294	288	124	43.1%
Non-Binary	0	0	0	0.0%
American Indian or Alaska Native	5	5	3	60.0%
Asian	6	6	2	33.3%
Black or African American	9	9	5	55.6%
Filipino	8	8	2	25.0%
Hispanic or Latino	536	522	226	43.1%
Native Hawaiian or Pacific Islander	0	0	0	0.0%
Two or More Races	5	5	2	40.0%
White	5	5	3	60.0%
English Learners	210	206	89	43.2%
Foster Youth	6	6	2	33.3%
Homeless	39	39	20	51.3%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Socioeconomically Disadvantaged	546	537	236	43.8%
Students Receiving Migrant Education Services	0	0	0	0.0%
Students with Disabilities	106	105	50	47.6%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/29/24

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

Rate	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Suspensions	0.00%	4.37%	3.14%	0.00%	0.46%	0.55%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.02%	0.02%	0.00%	0.07%	0.08%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/29/24

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.14%	0.00%
Female	1.79%	0.00%
Male	4.42%	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	3.36%	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	2.86%	0.00%
Foster Youth	0.00%	0.00%
Homeless	5.13%	0.00%
Socioeconomically Disadvantaged	3.12%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.95%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/29/24

School Safety Plan (School Year 2023–24)

[CNCA 4 - Sandra Cisneros - School Safety Plan 23-24?](#)

Last updated: 1/24/24

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 2020–21)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	17.00	3		
1	19.00	3		
2	19.00	2	1	
3	21.00	1	2	
4	25.00		3	
5	24.00		3	
6	20.00	5	12	
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	13.00	4		
1	14.00	3	1	
2	14.00	4		
3	17.00	3	1	
4	15.00	4		
5	18.00	1	3	
6	21.00	8	19	
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 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	17.00	3	0	0
1	19.00	1	1	0
2	20.00	2	0	0
3	17.00	3	0	0
4	22.00	1	1	0
5	12.00	4	2	0
6	20.00	6	19	0
Other**	15.00	2	1	0

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

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

**Average Class Size and Class Size Distribution (Secondary) (School Year 2020–21)
(HIGH SCHOOL)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23- 32	Number of Classes* 33+
English Language Arts	23.00	2	12	
Mathematics	25.00		6	
Science	25.00		6	
Social Science	25.00		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 2021–22)
(HIGH SCHOOL)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23- 32	Number of Classes* 33+
English Language Arts	22.00	2	6	
Mathematics	24.00		6	
Science	24.00		6	
Social Science	23.00	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 2022–23)
(HIGH SCHOOL)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	20.00	1	0	0
Mathematics	19.00	1	0	0
Science	25.00	0	6	0
Social Science	25.00	0	6	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/25/24

Ratio of Pupils to Academic Counselor (School Year 2022–23)

Title	Ratio
Pupils to Academic Counselor*	0

* 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: 1/17/24

Student Support Services Staff (School Year 2022–23)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.80
Social Worker	
Nurse	1.00

Title	Number of FTE* Assigned to School
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: 1/17/24

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$19562.52	\$9148.36	\$10414.16	\$67322.79
District	N/A	N/A	\$9056.00	\$81337.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7606.62	\$87885.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/24/24

Types of Services Funded (Fiscal Year 2022–23)

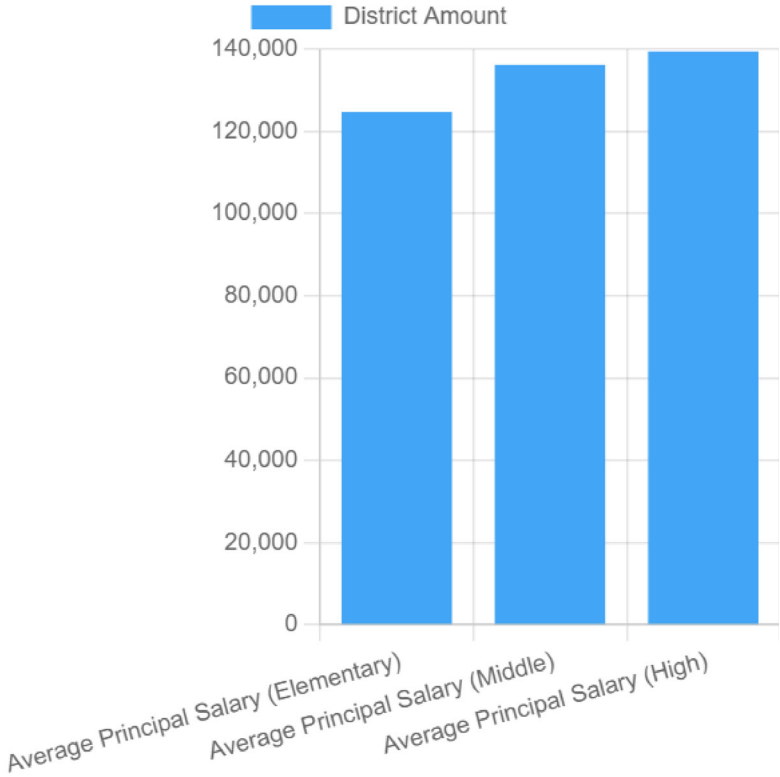
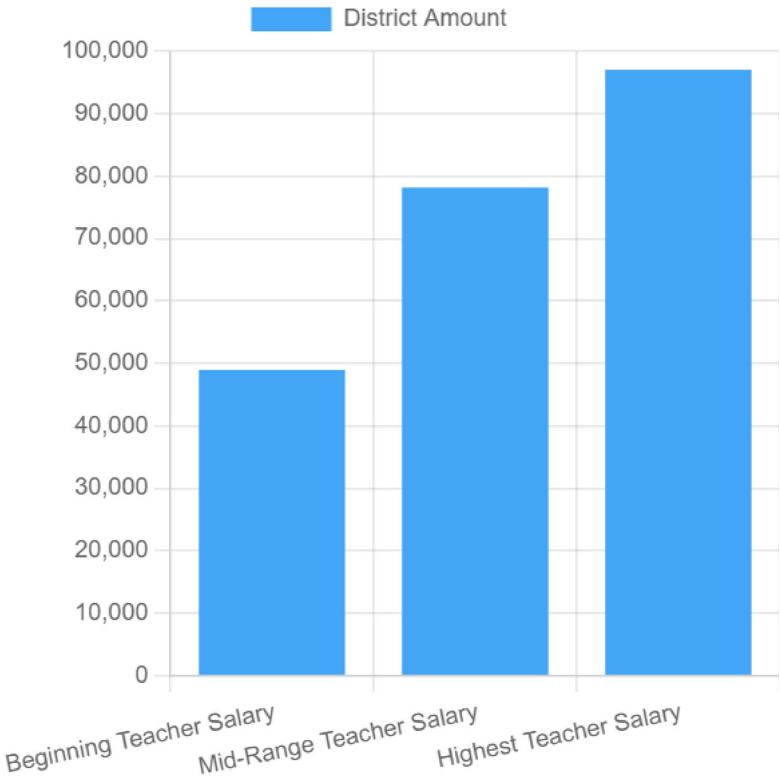
Camino Nuevo Charter Academy #4 offers after-school programming via our Expanded Learning Opportunity Program. Our ELO-P program is structured to provide a safe and supportive environment for our students that meets their developmental, physical, and social-emotional needs. Our program will incorporate elements such as adequate space indoors and outdoors for program services. Indoor areas used for the program will have adequate heat and light, room for storing belongings, and be equipped with materials to enhance learning opportunities. Recreational equipment will be plentiful and safe and under a safety review each quarter, or more often if needed to ensure safety of youth served. All program staff will be trained in safety, first aid, and trauma-informed learning practices as part of their onboarding. Since our afterschool program is located on our campus, we consider the afterschool program an extension of our school day and structure it as such. Offering the program on-site minimizes transportation barriers that could otherwise impact students who would not be able to participate. To enhance student learning we may offer enrichment field trips for students; transportation to and from offsite locations will be provided as part of the program.

Last updated: 1/24/24

Teacher and Administrative Salaries (Fiscal Year 2021–22)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48916.00	\$55549.60
Mid-Range Teacher Salary	\$78133.00	\$80702.84
Highest Teacher Salary	\$97008.00	\$109417.68
Average Principal Salary (Elementary)	\$124723.00	\$137703.47
Average Principal Salary (Middle)	\$136178.00	\$143759.63
Average Principal Salary (High)	\$139415.00	\$159020.77
Superintendent Salary	\$440000.00	\$319442.91
Percent of Budget for Teacher Salaries	25.32%	30.35%
Percent of Budget for Administrative Salaries	4.83%	4.87%

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



Last updated: 1/17/24

Professional Development

Includes full days only; teachers additionally receive 2 hours of weekly staff development throughout the school year

Measure	2021– 22	2022– 23	2023– 24
Number of school days dedicated to Staff Development and Continuous Improvement	15	15	15

Last updated: 1/26/24