Camino Nuevo Elementary #3

2022–23 School Accountability Report Card
Reported Using Data from the 2022–23 School Year
California Department of Education

Address:	1723 Cordova St. Los Angeles, CA , 90007-1114	**Principal:**	Jay Laughlin, Principal
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

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

Last updated: 1/23/24

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

The Jose A. Castellanos Campus is part of the Camino Nuevo Charter Academy community of schools. Our scholars in grades K-5 benefit from a rigorous academic program and an inclusive community where each student is valued and encouraged to succeed.

Our campus offers a dual-language Spanish-English program designed to support scholars in becoming bilingual and bi-literate. Our students participate in the arts, physical education, technology, and other rich experiences that prepare them for a successful transition to the Camino Nuevo Jane B. Eisner Middle School.

The Jane B. Eisner Middle School campus is part of the Camino Nuevo Charter Academy network. Our school is small with approximately 270 students in grades 6-8. This allows us to give students individual attention and constant feedback to help them grow and improve. Our focus is on preparing students for high school and college and empowering them to be

agents of social change. This approach sets our middle school apart from others in the neighborhood. 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	93
Grade 1	67
Grade 2	73
Grade 3	69
Grade 4	77
Grade 5	88
Grade 6	95
Grade 7	87
Grade 8	86
Total Enrollment	735
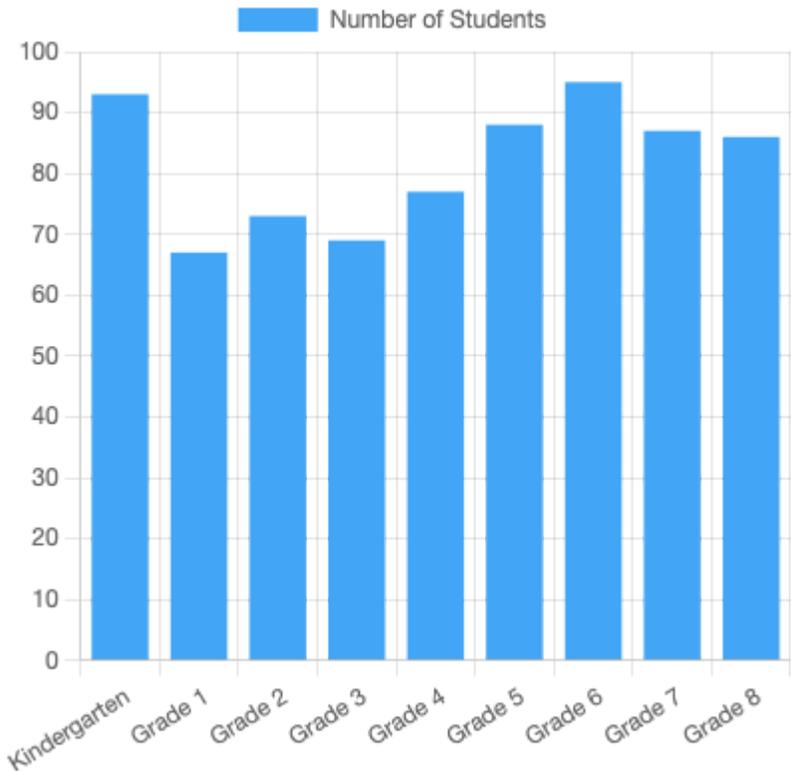
Last updated: 1/29/24

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

Student Group	Percent of Total Enrollment
Female	50.20%
Male	49.70%
Non-Binary	0.14%
American Indian or Alaska Native	0.41%
Asian	0.30%
Black or African American	0.30%
Filipino	0.00%
Hispanic or Latino	97.60%
Native Hawaiian or Pacific Islander	0.30%
Two or More Races	0.10%
White	0.95%

Student Group (Other)	Percent of Total Enrollment
English Learners	52.20%
Foster Youth	0.54%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disavantaged	94.80%
Students with Disabilities	13.20%

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/Incomplete/NA	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: 1/17/24

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)	26.60	73.70%	23128.20	84.33%	234405.20	84.00%
Intern Credential Holders Properly Assigned	4.90	13.83%	804.50	2.93%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.40	9.64%	1474.90	5.38%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	2.80%	1009.60	3.68%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	1009.30	3.68%	15831.90	5.67%
Total Teaching Positions	36.00	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	1.00	1.40
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	2.00	3.40

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	0.20	1.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.20	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)	7.50%	12.6%
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%	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		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 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 are completed as of Jan. 26, 2024. Existing handball courts were painted along with new solar reflective cool asphalt. A new drinking fountain was installed on the play yard. The Eisner campus had significant roof repairs and interior water proofing throughout the historical brick walls.

> The school is in good condition with major playground renovations.

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 2023

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: December 2023

Overall Rating	Exemplary

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)	33%	30%	41%	41%	47%	46%
Mathematics (grades 3-8 and 11)	18%	19%	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: 1/24/24

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	503	489	97.22%	2.78%	30.06%
Female	240	234	97.50%	2.50%	34.62%
Male	263	255	96.96%	3.04%	25.88%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	470	458	97.45%	2.55%	30.57%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	25	24	96.00%	4.00%	25.00%
White	--	--	--	--	--
English Learners	184	172	93.48%	6.52%	4.07%
Foster Youth	--	--	--	--	--
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	480	469	97.71%	2.29%	29.85%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	66	65	98.48%	1.52%	1.54%

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: 1/25/24

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	503	498	99.01%	0.99%	18.51%
Female	240	238	99.17%	0.83%	16.81%
Male	263	260	98.86%	1.14%	20.08%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	470	467	99.36%	0.64%	18.24%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	25	24	96.00%	4.00%	29.17%
White	--	--	--	--	--
English Learners	184	183	99.46%	0.54%	7.14%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	480	477	99.38%	0.62%	18.91%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	66	65	98.48%	1.52%	1.54%

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: 1/25/24

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)	22.75%	21.26%	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	176	174	98.86%	1.14%	21.26%
Female	86	85	98.84%	1.16%	18.82%
Male	90	89	98.89%	1.11%	23.60%
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0%	0%	0%
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	166	165	99.40%	0.60%	21.82%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	53	52	98.11%	1.89%	1.92%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	166	165	99.4%	0.6%	21.22%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	17	16	94.11%	5.89%	0.00%

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.

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 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	72.73%	70.45%	75%	76.14%	75%
7	46.59%	52.27%	52.27%	52.27%	52.27%

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	799	764	316	41.4%
Female	390	383	153	39.9%
Male	409	381	163	42.8%
Non-Binary	0	0	0	0.0%
American Indian or Alaska Native	3	3	3	100.0%
Asian	2	2	0	0.0%
Black or African American	4	3	3	100.0%
Filipino	0	0	0	0.0%
Hispanic or Latino	779	745	303	40.7%
Native Hawaiian or Pacific Islander	2	2	2	100.0%
Two or More Races	1	1	1	100.0%
White	8	8	5	62.5%
English Learners	426	405	169	41.7%
Foster Youth	4	4	2	50%
Homeless	0	0	0	0.0%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Socioeconomically Disadvantaged	768	744	308	41.4%
Students Receiving Migrant Education Services	0	0	0	0.0%
Students with Disabilities	118	110	60	54.5%

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%	1.50%	0.50%	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	0.50%	0.00%
Female	0.51%	0.00%
Male	0.49%	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	0.51%	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	0.23%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.52%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	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)

?[CNES 3 - Jose Castellanos - School Safety Plan 23-24](#)?

[CNES 3 - Jane B. Eisner - 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	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 (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	23.00	0	8	0
1	21.00	3	3	0
2	23.00	0	5	0
3	23.00	0	6	0
4	26.00	0	6	0
5	28.00	0	11	0
6	24.00	6	17	0
Other**	22.00	0	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	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) (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	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.

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	7	8	0
Mathematics	29.00	0	6	0
Science	29.00	0	6	0
Social Science	27.00	1	6	0

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

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	

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	$18872.21	$8217.22	$10654.99	$60920.52
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 Elementary #3 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.
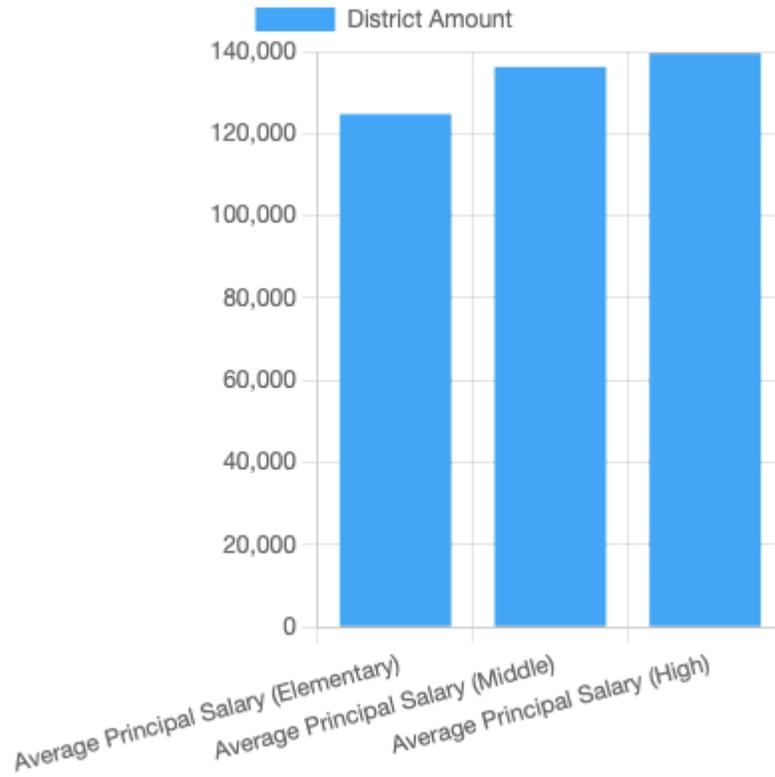
Last updated: 1/24/24

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/.

District Amount
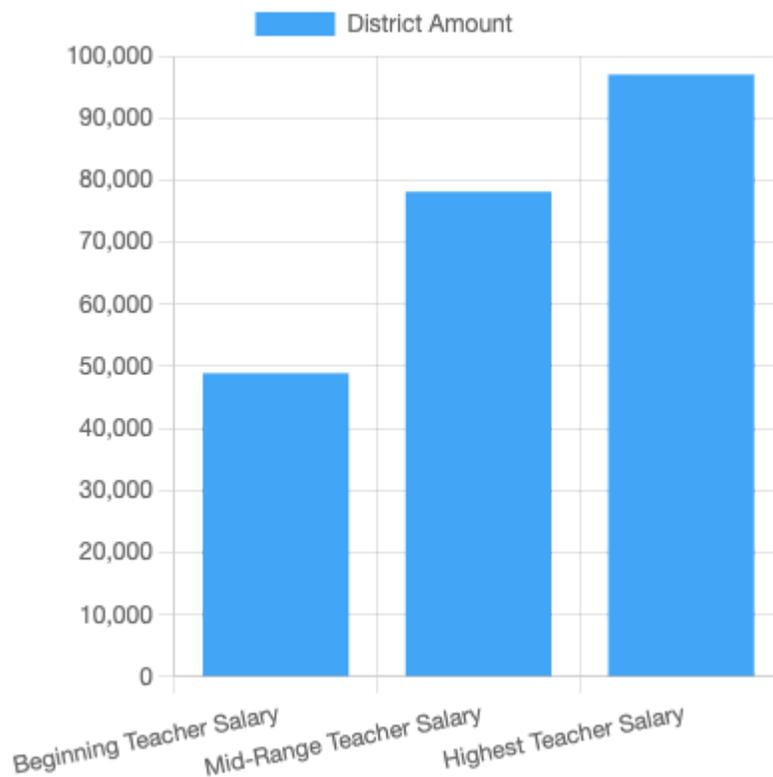
Last updated: 1/17/24

Professional Development

Includes full days only; teachers additionally receive weekly PD for 2 hours each 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