

Camino Nuevo High #2
2022–23 School Accountability Report Card
Reported Using Data from the 2022–23 School
Year
California Department of Education

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

📍 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](tel:2137365566)

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

Last updated: 1/24/24

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

Dalzell Lance High School serves the students and families of Greater MacArthur Park, Echo Park and Pico-Union in Los Angeles. It is part of a community of high-performing public schools that prepares and empowers students for success in college and in life.

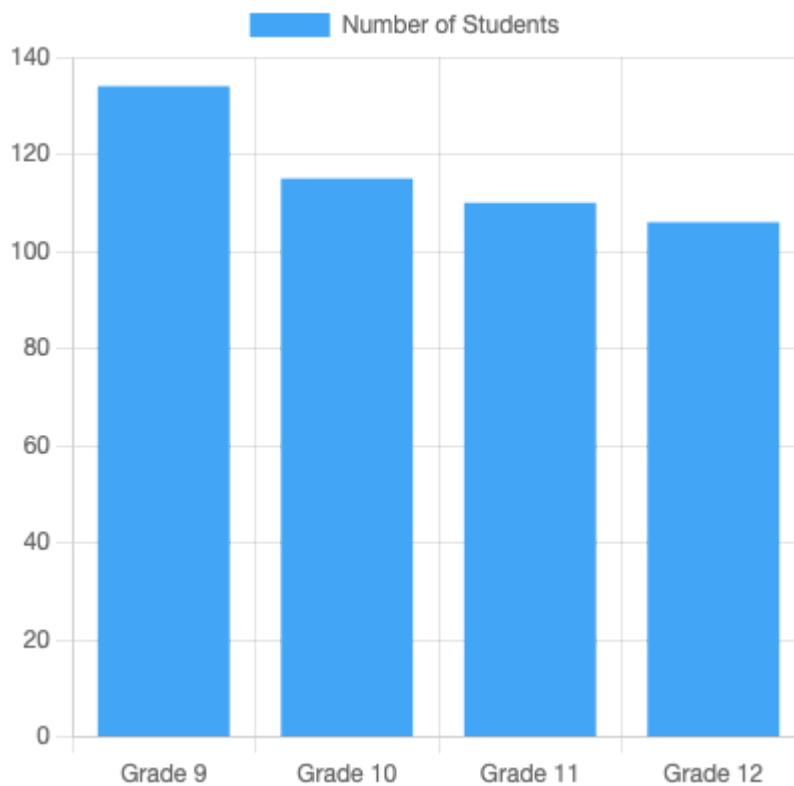
Our comprehensive approach integrates academic rigor, community, family, and wellness supports to empower students to thrive in a culturally connected and changing world. [Learn more about our approach.](#)

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
Grade 9	134
Grade 10	115
Grade 11	110
Grade 12	106
Total Enrollment	465



Last updated: 1/29/24

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

Student Group	Percent of Total Enrollment
Female	44.50%
Male	55.50%
Non-Binary	0.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	16.60%
Foster Youth	0.40%
Homeless	1.10%

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.00%
Asian	0.86%
Black or African American	0.00%
Filipino	0.65%
Hispanic or Latino	97.20%
Native Hawaiian or Pacific Islander	0.22%
Two or More Races	0.00%
White	1.08%

Student Group (Other)	Percent of Total Enrollment
Migrant	0.00%
Socioeconomically Disadvantaged	96.60%
Students with Disabilities	16.30%

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/Incomplete/NA	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: 1/17/24

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)	21.60	77.36%	23128.20	84.33%	234405.20	84.00%
Intern Credential Holders Properly Assigned	2.50	8.93%	804.50	2.93%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.50	8.93%	1474.90	5.38%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.30	4.75%	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	28.00	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	1.60	0.50
Misassignments	0.30	2.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.90	2.50

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	1.30
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.20	1.30

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)	5.50%	9%
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%	5.4%

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 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	Self-Created		0
Mathematics	College Preparatory Mathematics (CPM)		0
Science	STEMScopes	Yes	0
History-Social Science	Self-Created		0
Foreign Language	Self-Created		0
Health	Self-Created		0
Visual and Performing Arts	Self-Created		0
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0

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

Last updated: 1/24/24

School Facility Conditions and Planned Improvements

The latest school inspection was on Dec 2023; 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 is in good condition. Planned improvements include additional staff and student restrooms along with enhanced security features.

Last updated: 1/26/24

School Facility Good Repair Status

The latest school inspection was on Dec. 2023; 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: 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)	60%	73%	41%	41%	47%	46%
Mathematics (grades 3-8 and 11)	20%	25%	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	108	107	99.07%	0.93%	73.83%
Female	45	45	100.00%	0.00%	82.22%
Male	63	62	98.41%	1.59%	67.74%
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	104	99.05%	0.95%	74.04%

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	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	11	10	90.91%	9.09%	--
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	105	105	100%	0%	74.28%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	13	13	100.00%	0.00%	15.38%

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	108	107	99.07%	0.93%	25.24%
Female	45	44	97.78%	2.22%	18.19%
Male	63	63	100.00%	0.00%	30.16%
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	104	99.05%	0.95%	25%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	11	11	100.00%	0.00%	0.00%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	105	104	99.05%	0.95%	25.00%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	13	12	92.31%	7.69%	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 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)	16.98%	26.73%	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: 1/26/24

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

UC/CSU Course Measure	Percent
2022–23 Pupils Enrolled in Courses Required for UC/CSU Admission	98.00%
2021–22 Graduates Who Completed All Courses Required for UC/CSU Admission	81.00%

Last updated: 1/9/24

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 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	94.29%	95.71%	95.71%	95.71%	95.71%

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

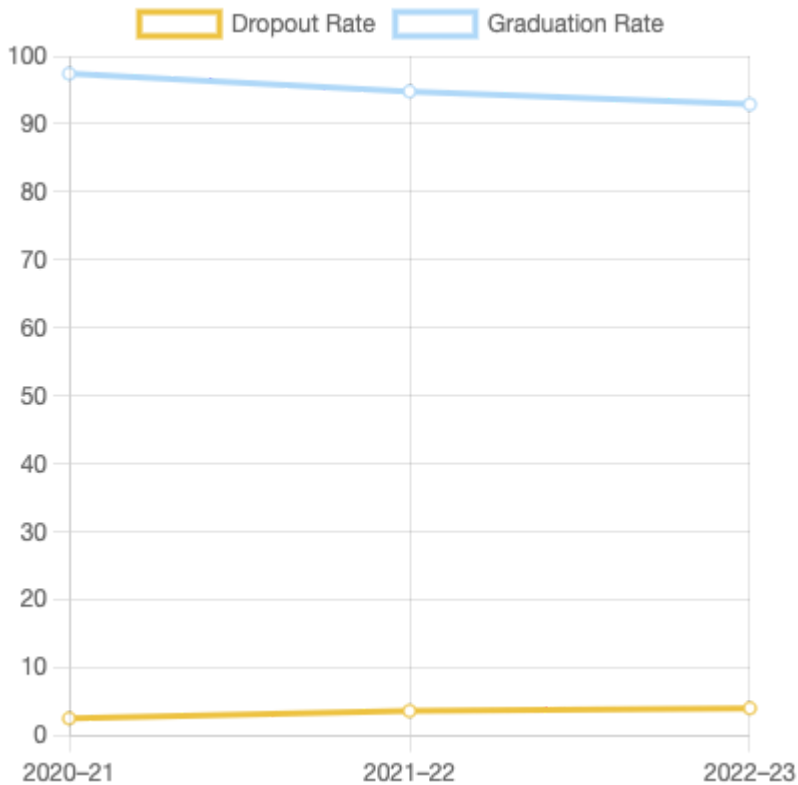
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	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
Dropout Rate	2.6%	3.7%	4.1%	8.1%	7.8%	8.5%	9.4%	7.8%	8.2%
Graduation Rate	97.4%	94.8%	92.9%	83.5%	87.4%	86.1%	83.6%	87%	86.2%

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: 1/30/24

Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2022–23)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	98	91	92.9%
Female	54	52	96.3%
Male	44	39	88.6%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0	0	0.00%
Asian	2	2	100%
Black or African American	0	0	0.00%
Filipino	1	1	100%
Hispanic or Latino	94	87	92.6%
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	0	0	0.00%
White	1	1	100%
English Learners	9	9	100%
Foster Youth	0	0	0%
Homeless	5	5	100%
Socioeconomically Disadvantaged	97	90	92.8%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	14	11	78.6%

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>.

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

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	507	487	141	29.0%
Female	230	220	72	32.7%
Male	277	267	69	25.8%
Non-Binary	0	0	0	0.0%
American Indian or Alaska Native	0	0	0	0.0%
Asian	4	4	1	25.0%
Black or African American	1	0	0	0.0%
Filipino	3	3	0	0.0%
Hispanic or Latino	495	476	140	29.4%
Native Hawaiian or Pacific Islander	1	1	0	0.0%
Two or More Races	0	0	0	0.0%
White	3	3	0	0.0%
English Learners	98	90	41	45.6%
Foster Youth	3	3	1	33.3%
Homeless	9	9	7	77.8%
Socioeconomically Disadvantaged	498	482	139	28.8%
Students Receiving Migrant Education Services	0	0	0	0.0%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Students with Disabilities	83	80	33	41.3%

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	0.21%	2.21%	0.20%	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	0.20%	0.00%
Female	0.00%	0.00%
Male	0.36%	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	0.20%	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	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.20%	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)

[?CNHS2 - Dalzell Lance - 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 (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	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) (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	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.

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	25.00	3	5	3
Mathematics	21.00	8	5	1
Science	29.00	1	2	2
Social Science	28.00	2	7	2

* 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: 1/30/24

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

Title	Ratio
Pupils to Academic Counselor*	2

* 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)	1.50
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	\$20077.18	\$6995.54	\$13081.64	\$71153.88
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)

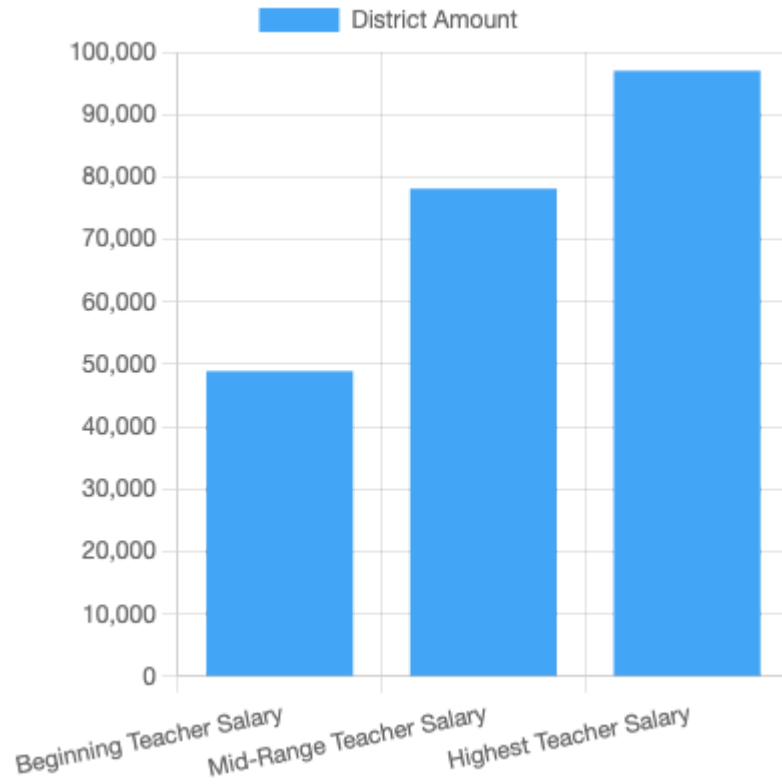
Camino Nuevo High #2 supplements the regular day with instruction with afterschool programming, as well as during the summer and on Saturdays when necessary with local community partnerships. Afterschool consists of enrichment activities, homework club, field trips, college readiness, and athletics in volleyball, soccer, softball, basketball, and cheer.

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

Advanced Placement (AP) Courses (School Year 2022–23)

Percent of Students in AP Courses 22 %

Subject	Number of AP Courses Offered*
Computer Science	0
English	2
Fine and Performing Arts	2
Foreign Language	1
Mathematics	1
Science	1
Social Science	1
Total AP Courses Offered*	8

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

Last updated: 1/10/24

Professional Development

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