



**Camino
Nuevo
Charter
Academy**

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**CA Dashboard: Local Indicators
2023-2024**

LCFF Priority 1

**Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and
Safe, Clean and Functional School Facilities**

Indicator	Burlington	CAS-EIS	CIS	DAL	Kayne
Number and Percentage of Teacher Misassignments of Teachers of ELs	0	1	0	0	0
Vacant Teacher Positions	0	0	2	1	1
Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home	0	0	0	0	0
Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)	0	0	0	0	0



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LCFF Priority 2

Implementation of State Academic Standards

Recently Adopted Academic Standards and/or Curriculum Frameworks

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Academic Standards	Rating
ELA – Common Core State Standards for ELA	5
ELD (Aligned to ELA Standards)	4
Mathematics – Common Core State Standards for Mathematics	5
Next Generation Science Standards	3
History-Social Science	3

Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Academic Standards	Rating
ELA – Common Core State Standards for ELA	5
ELD (Aligned to ELA Standards)	5



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Mathematics – Common Core State Standards for Mathematics	5
Next Generation Science Standards	4
History-Social Science	4

Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Academic Standards	Rating
ELA – Common Core State Standards for ELA	5
ELD (Aligned to ELA Standards)	4
Mathematics – Common Core State Standards for Mathematics	5
Next Generation Science Standards	5
History-Social Science	5

Other Adopted Academic Standards

Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Academic Standards	Rating
Career Technical Education	N/A
Health Education Content Standards	4
Physical Education Model Content Standards	4



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Visual and Performing Arts	4
World Language	4

Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Activities	Rating
Identifying the professional learning needs of groups of teachers or staff as a whole	5
Identifying the professional learning needs of individual teachers	5
Providing support for teachers on the standards they have not yet mastered	4

Optional Narrative (Limited to 1,500 characters)

Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

Camino Nuevo Charter Academy has prioritized the implementation of aligned curriculum in ELA, Math, and ELD for all applicable students in all grades. For Next Generation Science Standards, we have prioritized the roll-out of aligned curriculum in grades 4-12 with some piloting teachers in grades K-3. For History and Social Science, we completed a multi-year partnership with the UCLA History and Geography Project to create and implement aligned curriculum for grades 6-12. We will explore expansion of NGSS and the History-Social Science Framework to lower grades in the coming years. For now, these grades receive science and social studies content integrated throughout our knowledge building ELA curriculum.



LCFF Priority 3

Parental Involvement and Family Engagement

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 – Exploration and Research
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

Practices	Rating
Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	3
Rate the LEA's progress in creating welcoming environments for all families in the community.	4
Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	3



Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.

5

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

- a. CNCA has full-time and bilingual Student and Family Services Coordinators at each school that are guided and supported by the Director of Family Engagement and Advocacy at the Home Support Office for alignment and consistency across the program.
- b. A fully implemented common communication platform called Parent Square is used to allow for two-way communication between staff and families. The platform has a variety of features, which includes the capability for posting information, collecting survey/poll responses, sending messages to a targeted audience, and allowing direct messages. Our communication platform can automatically translate information into more than one hundred languages to support efficient communication. Schools can choose a default second language so that the majority of the second language population does not have to explicitly make that choice. Families who desire a language different from English or the school's default second language can select their own language from their accounts page.
- c. Professional development sessions are held for staff on how to build meaningful relationships with families.
- d. Coaching sessions are held with teachers on how to communicate with families and work alongside to support student achievement.
- e. Case management and referrals are done for families in need of social services, mental health, medical services, housing resources, etc.
- f. Families have an array of volunteer opportunities to choose from to support the classroom/teacher and/or the school.
- g. Sites host school events and classroom activities where families can attend and interact with staff.
- h. Schools assure an inclusive and friendly environment where all families feel comfortable, heard and welcome. According to our Winter 2023 Family Survey, 95% percent of families strongly agree or agree that they feel welcome at their child's school.
- i. Our Winter 2023 family survey also indicated that family engagement defined as the degree to which families become involved with and interact with their child's school is currently at 73%.



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2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

It is necessary for schools to create more opportunities for teachers, school leaders, classified staff, and families to collaborate and get to know each other. Professional development for teachers and classified staff continues to be a priority to emphasize that family engagement is everyone's responsibility.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

To improve engagement of underrepresented families, schools will have readily available translators, when in need, for meetings. They will also reach out to families who are underrepresented through home visits. Home visits are encouraged as a tool to establish a connection with families and offer support when engaging with the school becomes difficult. Schools will also always seek to host social events where all family's cultures are represented and valued.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 – Exploration and Research
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

Practices	Rating
Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	3



Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	5
Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	4
Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	3

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

- a. Schools build capacity in families to support their children at home by offering academic family workshops. Some examples include:
 - i. Prepping families/students for SBAC/ELPAC
 - ii. Understanding SBAC/ELPAC results/reports
 - iii. Our Special Education Program
 - iv. How to have Successful Parent-Teacher Conferences
 - v. Getting Familiar with the ARC Reading Curriculum and Assessments
 - vi. I-Ready Math
 - vii. Shifts in Common Core Standards
 - viii. Understanding our Mental Health Program

According to our Winter 2023 Family Survey 98% of families who attended workshops believe they allowed them to gain important information about their child and the school.

- b. Schools conduct parent-teacher conferences in October, January and April. During these conferences, families have the opportunity to talk to teachers about their child's academic progress and learn about how they can support their child at home.
- c. Schools share academic data, school goals, updates, and helpful tips during their monthly family meetings with the leadership team.
- d. Families and teachers communicate via Parent Square to celebrate successes, plan events, collect information, and share quick academic updates.



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2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

To strengthen the school and home partnership to support student outcomes, schools must continue to encourage teachers to connect with families consistently regarding their student's academic progress. Updates on student progress must not be limited to parent-teacher conferences. Schools must create more opportunities for families to learn the curriculum, assessments, and how they can support their students with homework and create positive learning environments. More professional development is also needed to guide teachers on best practices for how to present data in a family friendly way.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

To improve engagement of underrepresented families, schools are encouraged to create more learning opportunities for families to better understand the education system and how their support is crucial for student achievement. A partnership must exist where teachers and families are learning from each other about how to better support the student.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 – Exploration and Research
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

Practices	Rating
Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	3



Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	3
Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	3
Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	2

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

- a. Parent leaders on the School Site Council provide input on the LCAP goals, Consolidated App., School Safety Plan, Wellness Policy, Parent Involvement Policy, as well as on school practices/changes that affect their children.
- b. All families are invited to the Annual Title I Meeting where they can provide feedback on the Parent Involvement Policy. The policy is also shared via Parent Square to allow for families who couldn't attend the meeting to read through it and provide feedback. This allows all families an opportunity to provide input.
- c. Families receive an annual survey which allows them to anonymously provide feedback regarding their experience with our schools as well as what they think the schools are doing well and what the schools can improve in. Results are shared with all stakeholders which then allows us to track trends and progress and make any adjustments needed to improve families' experiences at our schools.
- d. During our monthly family meetings with the leadership team, families have ample time to ask questions, share concerns and offer solutions about any updates discussed.
- e. Families can reach out to school leaders, teachers, and other staff via Parent Square, in-person, or by stopping by the office to request a meeting to share concerns, provide feedback, or inquiry about an issue.



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2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

Schools need to strengthen their efforts in recruiting and training families, teachers, and staff to participate in leadership committees like SBC and ELAC. The training should include guidelines on best practices to provide constructive feedback and input.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

Schools need to encourage underrepresented families to join leadership committees and use their voice to reach out to teachers, staff, and leaders. Schools are asked to provide the conditions necessary for all families to be able to attend and to feel comfortable in sharing their concerns, ideas, and suggestions to provoke change.



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School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey, which is to be conducted at least every other year, that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters).

1. DATA: Reflect on the key learnings from the survey results and share what the LEA learned.

The data shows that most students feel supported at their schools. There are also indicators that students feel safe as it relates to school health protocols for Covid prevention. The data also shows that most students have positive relationships with their teachers and school staff.

2. MEANING: What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?

We do see opportunities for fostering a sense of belonging in the community. Students went from a period of isolation in distance learning, to fully in-person learning. Strengthening their readiness to learn is also an area of focus for us as we plan ahead.

3. USE: What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

Students are still adjusting to the inconsistencies that came with the Covid era of their academic experience. The community went from isolated studies to a full in-person educational setting. We believe that providing students with spaces to connect with the community and have a sense of connection will have a meaningful impact on their readiness to learn and feel a sense of belonging. We have started this strategic work with the following +

- Implementing a Culture Calendar: This is dispersed to the student body at each school and community connection is highlighted and celebrated.



- Anti-Bullying Assemblies/Campaigns : In an effort to foster a positive, accepting environment , we have had a “Call to action” for all students. In these spaces students are asked to make a commitment to speak up for one another. To take a stand against bullying. We have paired these assemblies with posters throughout the campuses to remind students of their commitment.
- Assemblies about respecting personal space : We have also seen that some students still battle with social anxiety and that can impede on the ability to focus. We intend to continue to combat this with assemblies that help with their social emotional awareness of themselves and the world around them.
- Trauma-Informed Training for staff: As we continue to be strategic in our approach with students, we see the importance of staff involvement. For this reason we have spaces where teachers and school staff can learn ways to engage with students in ways that allow them to thrive and remind them of their strengths and capabilities. We believe every child-facing adult on campus can have a meaningful impact in a child’s life.
- Alternatives to suspension: We have had a strong push toward restorative practices as it relates to student behavior. Not only in opportunities for staff professional development, but also in our systems. We always consider restorative ways to respond to behavior in lieu of suspension or other punitive measures whenever possible.



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LCFF Priority 7

Access to a Broad Course of Study

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

The tools that the LEA uses to track the extent to which all students have access to, and are enrolled in, a broad course of student, include:

- A robust college counseling program aimed at enrolling all students in a-g courses
- The collection of multi-subjects teachers' schedules at the TK-5 level, with a review by administrators to look for all core subjects
- The design of an electives/specials schedule that provides students with enrichment opportunities in the arts, PE, and STEM

The LEA has a full inclusion model for both students with disabilities and multilingual learners, so they are not excluded from a broad course of study.

Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

All students are enrolled in a broad course of study with respect to the core classes. Students in grades TK-5 and high school have access to and are enrolled in a broad course of elective or enrichment offerings as well. Most students at the middle school level (grades 6-8) are enrolled in a broad course of study. Subgroups who we must prioritize in this area are middle school students who are dually identified as ELLs and students with disabilities, as well as students who are performing below grade level in both math and reading. These students are enrolled in limited enrichment electives.



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Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

The barrier to providing the middle school subgroups identified above access to a broad course of study is that they are in multiple academic support classes during the elective blocks.

In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

We are currently piloting a new master schedule in an attempt to ensure that all students receive both elective and academic intervention courses, as well as their core subjects.