



Camino Nuevo Charter Academy

Education Committee Meeting

Published on January 23, 2024 at 7:12 PM PST

Date and Time

Wednesday January 24, 2024 at 11:10 AM PST

Location

Home Support Office
Conference Room
3435 W Temple St
Los Angeles, CA 90026

This meeting is open to the public at 3435 W Temple St. Los Angeles, CA 90026.

Members of the public who wish to address the Board regarding items on this agenda or who need special accommodations should contact Sandra Herrera in the Chief Executive Officer's office at 213-417-3400 or sandra.herrera@pueblonuevo.org.

Agenda

	Purpose	Presenter	Time
I. Opening Items			11:10 AM
A. Record Attendance		Celia Garcia Alvarado	1 m
B. Call the Meeting to Order		Celia Garcia Alvarado	

	Purpose	Presenter	Time
II. Framing and Objectives			11:11 AM
A. Framing and Objectives	FYI	Rachel Hazlehurst	4 m
III. Closing the Loop: Q3 Strategy			11:15 AM
A. Closing the Loop: Q3 Strategy	FYI	Rachel Hazlehurst	10 m
IV. MOY iReady Overview			11:25 AM
A. MOY iReady Overview	Discuss	Rachel Hazlehurst	20 m
V. S2 SBAC Strategy: Deeper Dive & Discussion			11:45 AM
A. S2 SBAC Strategy: Deeper Dive & Discussion	Discuss	Rachel Hazlehurst	30 m
VI. Input: Summer Intervention			12:15 PM
A. Input: Summer Intervention	Discuss	Rachel Hazlehurst	35 m
VII. Closing Items			12:50 PM
A. Next Steps	Discuss	Rachel Hazlehurst	9 m
B. Adjourn Meeting	Vote	Celia Garcia Alvarado	1 m

Coversheet

Closing the Loop: Q3 Strategy

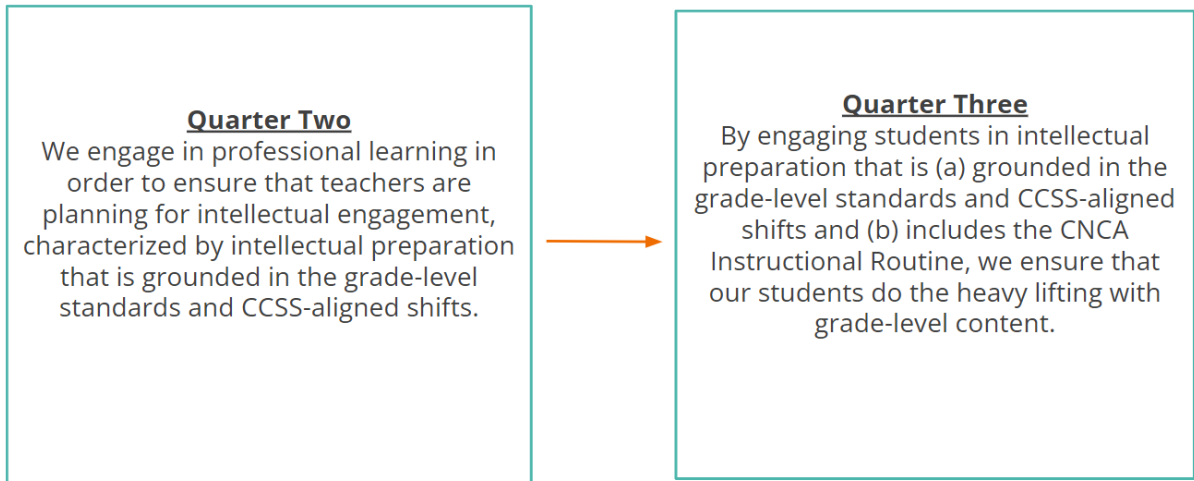
Section: III. Closing the Loop: Q3 Strategy
Item: A. Closing the Loop: Q3 Strategy
Purpose: FYI
Submitted by:
Related Material: Q3 Strategy.pdf



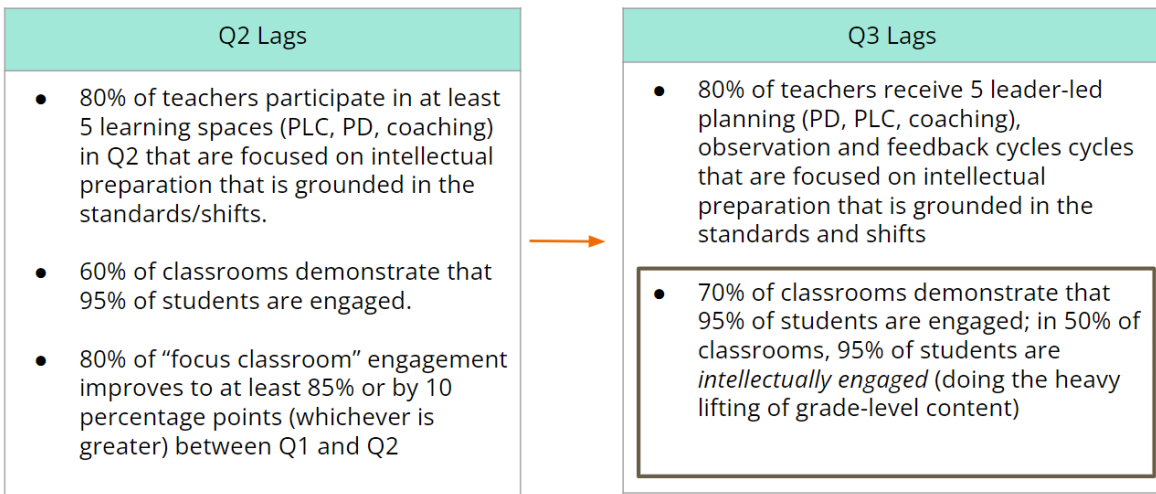
Camino
Nuevo
Charter
Academy

Q3 Strategy

Q2 & Q3 Vision: Intellectual Engagement



Q2 & Q3 Lags



Coversheet

Input: Summer Intervention

Section: VI. Input: Summer Intervention
Item: A. Input: Summer Intervention
Purpose: Discuss
Submitted by:
Related Material: Intervention Research.pdf

Intervention Research

Resources

- [National Student Support Accelerator Website](#)
 - The National Student Support Accelerator (NSSA) is a program of the Stanford Accelerator for Learning and EdSolutions at Stanford University. NSSA is devoted to translating promising research about how tutoring can benefit students into action on the ground.
- [Us Department of Education Article](#)
 - Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades
- [Research for Action Article](#)
 - DESIGN PRINCIPLES FOR ACCELERATING STUDENT LEARNING WITH HIGH-IMPACT TUTORING

Conclusions

Intervention Model

- Group students based on skill level (regroup when needed)
- In person intervention is best with small groups
 - Research showed similar impact with 2:1 or 4:1 small groups
- Small case study showed promising results for virtual 1-1 tutoring

Dosage

- 30-60 minutes 3-5 times a week has the most impact
- Elementary students may benefit from shorter but more frequent sessions (i.e. 20 minutes, 5 times a week).

Conclusions

Instructors

- Certificated teachers are the most effective instructor but also more costly
- Interventions with paraprofessionals can be as effective as certificated teachers as long as they:
 - Receive adequate and ongoing training
 - Receive support and performance management
- Planning time should be spent intellectually planning with curriculum and not creating resources themselves

Conclusions

Content

- Instructors should have a curriculum to **follow**
- Tutoring most effective when the curriculum **aligns with classroom curriculum**
- Alignment ensures **academic language and models** are the same to support student learning
- Use **data** to identify and target **specific skill needs** for particular students.
- While students **may need remediation** on missing foundational skills, they will also **need support in learning how to apply those skills to new, grade-level concepts to accelerate their learning going forward.** Tutors must maintain a **balance** between the two with each student.

Implications

Keep

- Blended learning model
- PDs for staff: MTSS, Academics, Culture
- Model of cohorts 2x/week or 4x/week
- Emerging leader support with coaching!
- Intervention Scoreboard for observations

Implications

Changes

- For semester 1 (24-25), focus on students at emergency levels (2 or more years below) but support with pre-requisite skills needed for their math units during the day.
- More closely align vocab, models, and strategies to math during the day curriculum - make explicit with staff
 - Addition Anchor Charts
 - Multiplication Anchor Chart
 - Fractions Anchor Chart
- Be more data driven with exit tickets
- Observation feedback loop with instructors
- Have **focus instructors** for S2 based on MOY data for students
- Ensure **all** students are at a similar skill level in **Middle School Classes**

Semester 2 Math Intervention

- Have Mathnasium work with MS students who need cusp across our network
- Have our internal teachers work with cusp students (except for BUR)
 - Will vary by site after looking at grade level data and # of students

Mathnasium Proposals

Proposal 1: \$131,000

- 100 individual students (50 students each day, 25 each session)
- Enrollment is \$10,000 for a cohort of 100 students.
- Tuition is \$1210 per student (\$121,000 total)
 - Tuition includes online software used to administer the program, learning plans, and Instructor time.
- January 29th - April 26th. This accounts for 11 weeks of attended sessions by students.

Proposal 2: \$99,560

- 76 individual students (38 students each day, 19 each session)
- Enrollment is \$7,600 for a cohort of 76 students.
- Tuition is \$1210 per student (\$91,960 total)
 - Tuition includes online software used to administer the program, learning plans, and Instructor time.
- January 29th - April 26th. This accounts for 11 weeks of attended sessions by students.

School Budgets

Site	Currently Budgeted	Additional possibly available
BUR	\$50,000	\$20,000
CAS	\$70,000	\$10,000
CIS	\$30,000	\$0
EIS	\$20,104	\$10,000
KAY	\$25,000	\$30,000

Questions

Which students do we target for Middle School intervention semester 1 next school year if they are working on prerequisite skills needed from the grade level below (e.g. 7th working on 6th grade skills)?

Next Steps

- Grades and teachers highlighted in bright yellow focus for cusp kids
- Light yellow - nice to have, not necessary
- Focus Mathnasium in middle school - cusp

Data

CUSP

KAY - 5th- 8th

CAS-EIS - 3rd - 6th

CIS - 5th, 6th, 8th

BUR - 6-8