



Camino Nuevo Charter Academy

Education Committee Meeting

Published on March 5, 2025 at 2:04 PM PST

Date and Time

Tuesday March 11, 2025 at 9:00 AM PDT

Location

Home Support Office

Conference Room

3435 W Temple St

Los Angeles, CA 90026

School observation: Dalzell Lance High School

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

Requests for disability related modifications or accommodations shall be made 24 hours prior to the meeting to Sandra Herrera by email at Sandra.Herrera@CaminoNuevo.org or by telephone at 818-429-2514.

Members of the public who wish to address the Board may make public comment at any of the meeting locations. Public comments are limited to 2 minutes each. The Board Chair has the discretion to modify the amount of time allotted for public comment if they deem it necessary. Brown Act regulations restrict the Board from discussing or taking action on any subject presented that is not on the agenda. Procedures for public comment can be found at [{https://bit.ly/cncapubliccomment}](https://bit.ly/cncapubliccomment).

The CNCA Board can also be contacted via email at cnca.board@caminonuevo.org.

Agenda

	Purpose	Presenter	Time
I. Opening Items			9:00 AM
A. Record Attendance		Celia Garcia Alvarado	1 m
B. Call the Meeting to Order		Celia Garcia Alvarado	1 m
II. Objectives			9:02 AM
A. Objectives	Discuss	Rachel Hazlehurst	1 m
1. Build understanding of Camino Nuevo High School's academic performance, including state and local comparisons 2. Observe classrooms through the lens of Intellectual Engagement 3. Provide input on CNCA's academic program, based on the data and observations			
III. Check-in and Preview of Tools			9:03 AM
A. Check-in and Preview of Tools	Discuss	Rachel Hazlehurst	7 m
IV. Dalzell Lance: Academic Data Review			9:10 AM
A. Dalzell Lance: Academic Data Review	Discuss	Rachel Hazlehurst	50 m
V. Classroom Observations			10:00 AM
A. Classroom Observations	Discuss	Rachel Hazlehurst	30 m
VI. Observation Debrief			10:30 AM
A. Observation Debrief	Discuss	Rachel Hazlehurst	15 m
VII. Closing Items			10:45 AM
A. Takeaways for CNCA to Consider	Discuss	Rachel Hazlehurst	14 m
B. Adjourn Meeting	Vote	Celia Garcia Alvarado	1 m

Coversheet

Dalzell Lance: Academic Data Review

Section:	IV. Dalzell Lance: Academic Data Review
Item:	A. Dalzell Lance: Academic Data Review
Purpose:	Discuss
Submitted by:	
Related Material:	3.11.25 Education Committee Mtg. .pdf



Board Education Committee

March 11, 2025



Cycle 1 Teacher Clarity

8 Week Vision
LOSC



Cycle 2 Data-Informed Instruction

Formative assessments to
backwards plan LOSC &
progress monitor towards
grade-level understanding



Cycle 3 Data-Informed Instruction for CNCA's Diverse Student Population

Teachers regularly monitor student progress
with a particular lens towards our student
groups



Strategic & Future Planning

Leaders engage
stakeholders in focusing
priorities and strategy for
next year.



Towards Fostering Student Intellectual Engagement



Camino Nuevo High School #2

Dalzell Lance Campus



Academic Performance Context

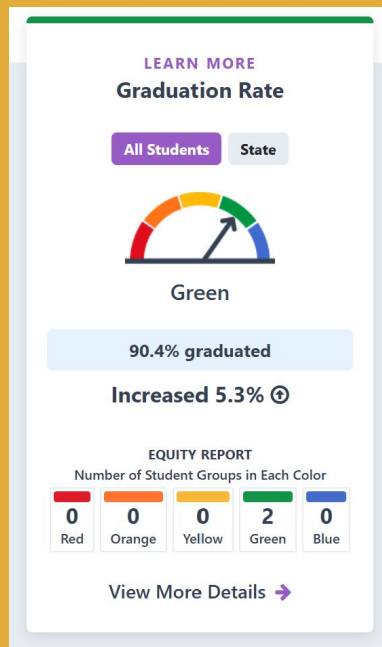
2024 California School Dashboard: Wins

CNHS #2

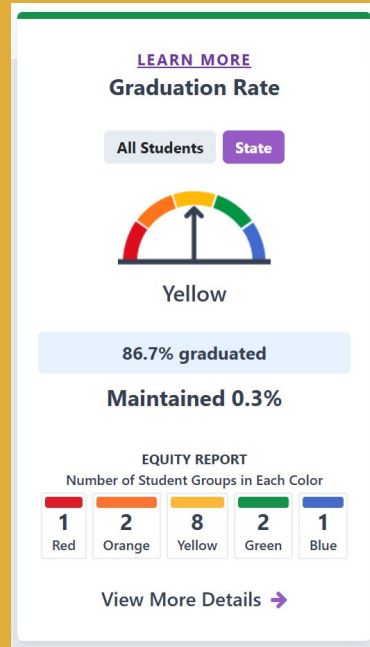
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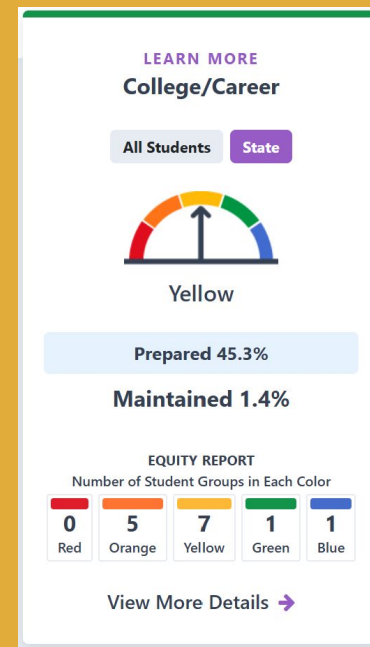
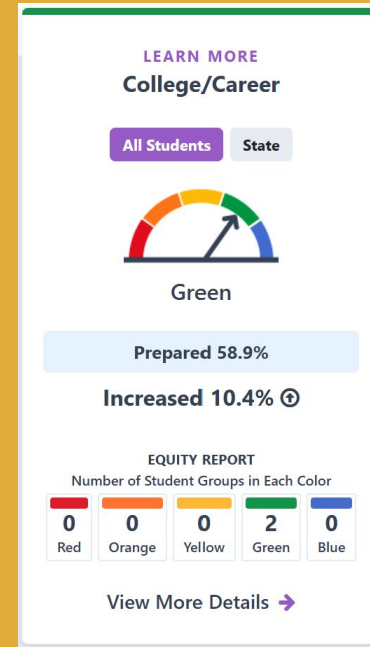
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VS

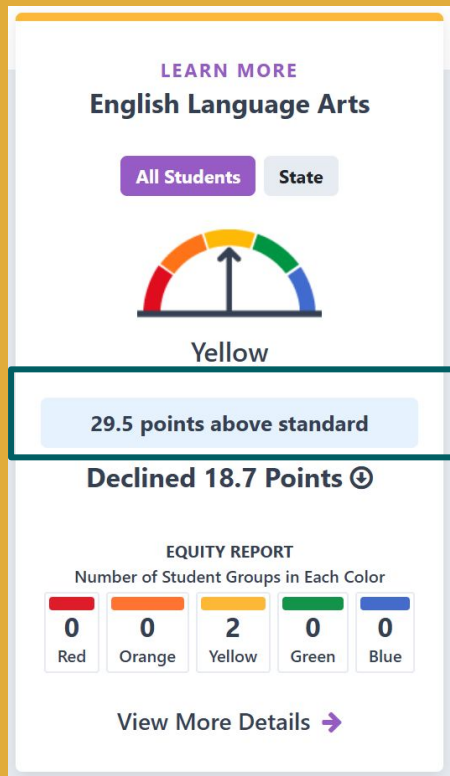


VS



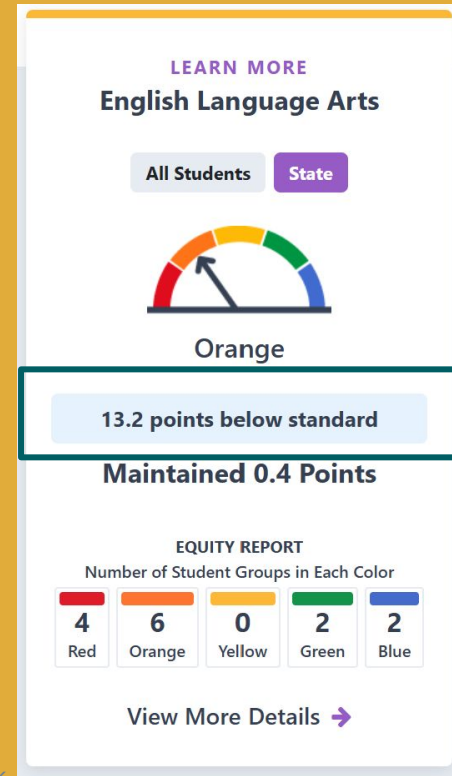
2024 California School Dashboard: Performance Win

CNHS #2



VS.

State



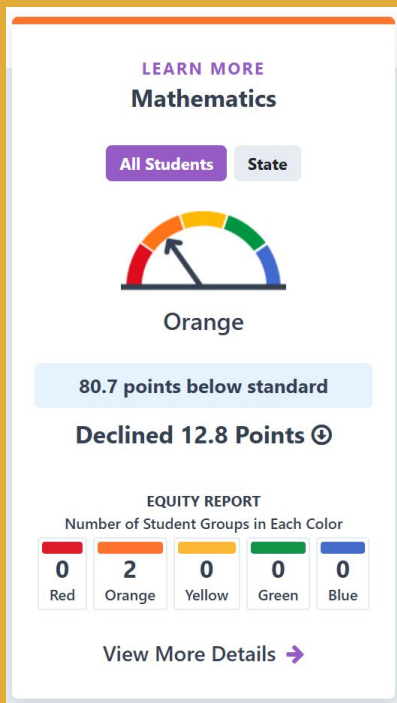
2024 California School Dashboard: Challenges

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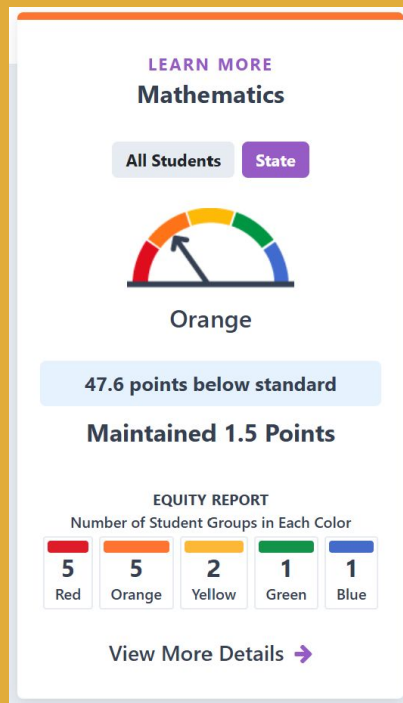
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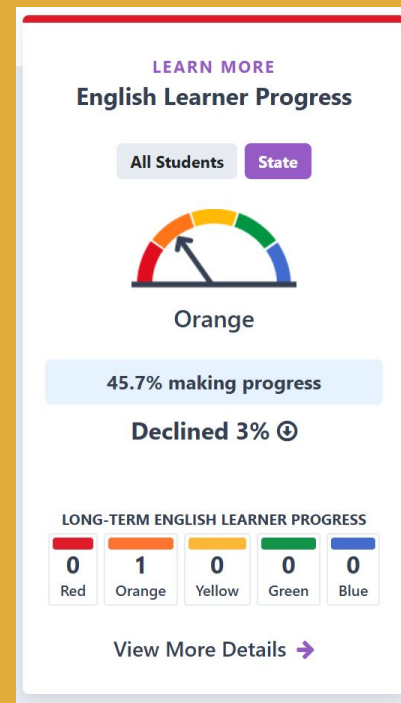
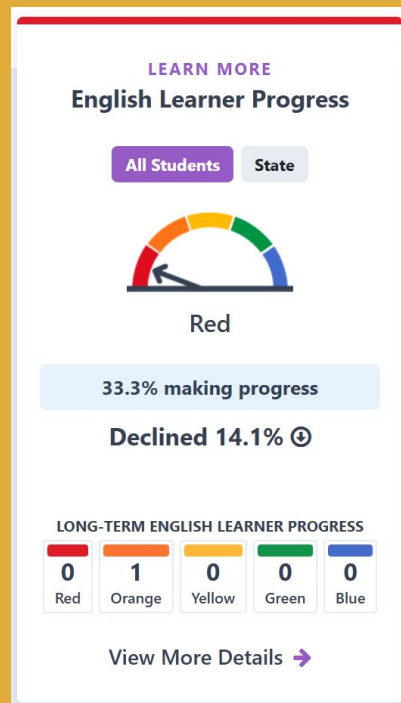
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VS



VS



Local Context



Comparing all public high schools in a 2 mile radius of Dalzell Lance, we ranked 2024 ELA and Math performance into quartiles.

- Overall ELA and Math performance are both in the **top quartile**, meaning that this school ranks **among the highest-performing schools** in the dataset.
- Compared to schools with the same percentage of students qualifying for Free or Reduced-Price Meals (98%), the school's performance is **the highest for both ELA and Math**.
- In ELA, **English Learners'** and **Students with Disabilities'** performance are in the top quartile of the dataset
- In Math, the **Students with Disabilities**, **Hispanic**, and **Socioeconomically Disadvantaged** subgroups are all at the top quartile as well

ELA Comparison Set



School	Median Income	FRP	Charter Yes/No	Entity Type	ELA All Students Diff
Alliance Ted K. Tajima High	85835	0.97	Y	High Schools (Public)	70.9
Camino Nuevo High #2	62655	0.98	Y	High Schools (Public)	29.5
School of Business and Tourism at Contreras Learning Complex	51317	0.99	N	High Schools (Public)	23.5
Los Angeles High School of the Arts	52755	0.91	N	High Schools (Public)	-0.5
School for the Visual Arts and Humanities	52755	0.97	N	High Schools (Public)	-0.8
Central City Value	62655	0.85	Y	High Schools (Public)	-28.1
Contreras Learning Center-Academic Leadership Community	51317	0.96	N	High Schools (Public)	-38
Contreras Learning Center-School of Social Justice	51317	0.97	N	High Schools (Public)	-40.5
UCLA Community K-12	52755	0.96	N	K-12 Schools (Public)	-45.5
New Open World Academy K-12	100901	0.97	N	K-12 Schools (Public)	-73.7
Ambassador-Global Leadership	52755	0.95	N	K-12 Schools (Public)	-76.6
New Village Girls Academy	85835	0.98	Y	High Schools (Public)	-80.1
Contreras Learning Center-Los Angeles School of Global Studies	51317	0.98	N	High Schools (Public)	-83.6
Belmont Senior High	85835	0.92	N	High Schools (Public)	-102.9

Math Comparison Set



	A	B	D	E	F	U
	School	Median Income	FRP	Charter Yes/No	Entity Type	Math All Students Diff
1						
2	Alliance Ted K. Tajima High	85835	0.97	Y	High Schools (Public)	-51.9
3	Central City Value	62655	0.85	Y	High Schools (Public)	-56.2
4	Camino Nuevo High #2	62655	0.98	Y	High Schools (Public)	-80.7
5	School of Business and Tourism at Contreras Learning Complex	51317	0.99	N	High Schools (Public)	-85.6
6	UCLA Community K-12	52755	0.96	N	K-12 Schools (Public)	-92.8
7	New Open World Academy K-12	100901	0.97	N	K-12 Schools (Public)	-98.9
8	School for the Visual Arts and Humanities	52755	0.97	N	High Schools (Public)	-109.5
9	Ambassador-Global Leadership	52755	0.95	N	K-12 Schools (Public)	-109.6
10	Contreras Learning Center-Academic Leadership Community	51317	0.96	N	High Schools (Public)	-122.7
11	Los Angeles High School of the Arts	52755	0.91	N	High Schools (Public)	-123
12	Contreras Learning Center-Los Angeles School of Global Studies	51317	0.98	N	High Schools (Public)	-129.5
13	Contreras Learning Center-School of Social Justice	51317	0.97	N	High Schools (Public)	-163.1
14	Belmont Senior High	85835	0.92	N	High Schools (Public)	-176
15	New Village Girls Academy	85835	0.98	Y	High Schools (Public)	-194.6



24-25 MOY Student Achievement Data

MOY iReady Math Headline #1



Are we making progress in moving more students to grade level?

Slightly. The percent of students on “early on grade level” has increased by two percentage points since last year’s MOY Diagnostic.

MOY iReady Math Headline #2



Are we accelerating all students' learning (i.e., growing faster than we did last year) as evidenced by increased performance bands?

No. Comparing last year's MOY results to this year's MOY results, you can see that there are the same percentages of students in the "red" bands (two and three ore more grade levels below).

Current Year vs. Last Year (December)



24-25

Overall Placement

Students Assessed/Total: 491/514



23-24

Overall Placement

Students Assessed/Total: 458/486



MOY iReady Math Headline #3



Are this year's 11th graders better off than last year's 11th graders were at this time of year last year?

Partially, yes. The percent of students in the “red” performance bands is smaller this year than last year for this tested grade. This is especially important considering our upcoming renewal. A decrease in the percent of students who are the furthest below grade level will likely translate into improved Distance from Standard, which is what matters for renewal.

However, the percent of students in the “green” performance bands is the same.

24-25



23-24



Classroom Observations

Intellectual Engagement Rubric



Camino
Nuevo
Charter
Academy

Criteria	4 - Highly Effective	3 - Effective	2 - Developing	1 - Ineffective
1. Alignment to Grade-Level Standards	Materials and tasks are fully aligned to grade-level standards. Teacher provides students with tasks that meet or exceed the rigor of the grade-level standards.	Materials and tasks are mostly aligned to grade-level standards. <u>Teacher provides</u> students with tasks that generally meet the rigor of the grade-level standards.	Materials and tasks are somewhat aligned to grade-level standards. Teacher provides students with tasks, but there may be a lack of rigor or misalignment with grade-level standards.	Materials and tasks are not aligned to grade-level standards. <u>Teacher provides</u> students with tasks that are significantly below or above grade-level expectations.
2. Student Accountability for Participation	Strong structures are in place to ensure all students make their thinking visible through writing or speaking. Teacher actively monitors and supports all students' participation.	Structures are in place to ensure most students make their thinking visible through writing or speaking. Teacher monitors and supports most students' participation.	Some structures are in place to ensure students make their thinking visible through writing or speaking. Teacher monitors and supports participation of some students, but others may be disengaged.	No structures are in place to ensure students make their thinking visible through writing or speaking. Many students are disengaged, and the teacher does not adequately monitor or support participation.
3. Clear Learning Objectives and Success Criteria	Learning objectives and success criteria are effectively posted and/or shared with students. LOSC may have been shared in a previous part of the lesson before you arrived. Whether observed in action or not, <i>all students</i> asked can clearly articulate what they are learning, why it is important, and how they will know they are successful.	Learning objectives and success criteria are posted and/or shared with students. LOSC may have been shared in a previous part of the lesson before you arrived. Whether observed in action or not, <i>most students</i> who are asked can clearly articulate what they are learning, why it is important, and how they will know they are successful.	Learning objectives and success criteria are ineffectively posted and/or shared with students. LOSC may have been shared in a previous part of the lesson before you arrived. Whether observed in action or not, <i>some students</i> who are asked can articulate what they are learning, but may struggle with explaining why it is important or how to measure success.	Learning objectives and success criteria are not posted or shared with students. Majority or all <i>students asked</i> are unclear on what they are learning, why it is important, or how they will know they are successful.