Camino Nuevo Charter Academy

Education Committee Meeting

Published on November 9, 2026 at 1:24 PM PST

Date and Time

Friday November 13, 2026 at 12:30 PM PST

Location

This meeting will be held virtually.

Public comment can be given at the address below:
Home Support Office
3435 W Temple St
Los Angeles, CA 90026

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

A board members will log in virtually from the following locations:
1818 Colby Ave, Los Angeles, CA 90025
201 N. Douglas Street, El Segundo, CA 90245

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}.

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

Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**12:30 PM**
	A. Record Attendance		Amber Medina	1 m
	B. Call the Meeting to Order		Amber Medina	1 m
II.	**Public Comment**			**12:32 PM**
	A. Public Comment 2-Minute Limit per Speaker	FYI	Amber Medina	2 m
III.	**Committee Purpose & Priorities**			**12:34 PM**
	A. Committee Purpose & Priorities	Discuss	Amber Medina	11 m
IV.	**Academic & Instructional Progress**			**12:45 PM**
	A. Academic & Instructional Progress A. Q1 Student Achievement and Growth B. Priority Area Deep Dive C. Instructional Quality and Strategic Implementation D. Committee Discussion and Thought Partnership	Discuss	Rachel Hazlehurst and Amber Medina	95 m
V.	**Closing Items**			**2:20 PM**
	A. Key Takeaways and Next Steps	Discuss	Amber Medina	9 m
	B. Adjourn Meeting	Vote	Amber Medina	1 m

Coversheet

Academic & Instructional Progress

Section:	IV. Academic & Instructional Progress
Item:	A. Academic & Instructional Progress
Purpose:	Discuss
Submitted by:	
Related Material:	26-27 Education Committee Data Dashboard.pdf

Area	Measures
Student Achievement	School-level math and ELA proficiency, performance-level distribution, distance from standard where available, and progress toward EOY goals
Student Growth	i-Ready typical and stretch growth, percentage of students meeting each target, and students making limited growth
Benchmark Performance	Quarterly math and ELA benchmark results, changes over time, and progress toward goals
Teacher Practice	Quantifiable data tied to the instructional framework, teacher growth tool, monthly look-fors, and observation trends
Priority Areas	Additional visibility into Kayne, Eisner, and middle school math

	Math On & Above Grade Level					
	SBAC 25-26 Prof/Adv	iReady & NWEA BOY 26-27 On/Above	Q1 Math Benchmark 26-27 Prof/Adv	Q2 Math Benchmark 26-27 Prof/Adv	Q3 Math Benchmark 26-27 Prof/Adv	SBAC 26-27 GOAL
BUR	40.40%	16%	53%			45%
KAY	16.40%	11%	32%			26%
		7%				
CAS-EIS	23.00%	9%	36%			33%
CIS	26.20%	11%	39%			36%
DAL		33%	22%			
DAL 11th Only	22.70%	35%	14%			35%

	Math Performance Band Distribution													
	SBAC 25-26 Level 4	SBAC 25-26 Level 3	SBAC 25-26 Level 2	SBAC 25-26 Level 1	SBAC 25-26 Distance from Standard	iReady Mid/Above & NWEA > 80th BOY 26-27	iReady Early On & NWEA 61st-80th BOY 26-27	iReady 1 Gr Below & NWEA 41st-60th BOY 26-27	iReady 2 Gr Below & NWEA 21st-40th BOY 26-27	iReady 3+ Gr Below & NWEA <20th BOY 26-27	Q1 Benchmark Level 4	Q1 Benchmark Level 3	Q1 Benchmark Level 2	Q1 Benchmark Level 1
BUR	17.86%	22.53%	25.18%	35.44%	-29	4%	12%	51%	19%	14%	33.3%	20.0%	18.9%	27.8%
KAY	5.62%	10.80%	25.00%	58.53%	-92.8	2%	9%	43%	21%	25%	18.1%	13.5%	17.0%	51.4%
						2%	5%	54%	28%	11%				
CAS-EIS	10.22%	12.83%	26.30%	50.65%	-74.5	2%	7%	24%	18%	50%	23.9%	11.6%	11.2%	53.3%
CIS	10.63%	15.61%	27.57%	46.18%	-58	2%	9%	45%	19%	24%	24.6%	14.2%	19.0%	42.2%
DAL						16%	17%	20%	21%	26%	7.5%	14.7%	25.8%	52.0%
DAL 11th Only	5.45%	17.27%	30.00%	47.27%	-75.7	10%	25%	22%	25%	18%	3.2%	11.8%	27.7%	53.8%

	English Language Arts & English Reading On & Above Grade Level					
	SBAC 25-26 Prof/Adv	iReady & NWEA BOY 26-27 On/Above	Q1 ELA Benchmark 26-27 Prof/Adv	Q2 ELA Benchmark 26-27 Prof/Adv	Q3 ELA Benchmark 26-27 Prof/Adv	SBAC 26-27 GOAL
BUR	47.24%	18%	37%			50%
KAY	30.62%	20%	32%			40%
CAS-EIS	35.51%	CAS 10% EIS 20%	26%			40%
CIS	30.30%	15%	29%			40%
DAL		44%	46%			
DAL 11th Only	58.72%	55%	53%			70%

	English Language Arts & English Reading Performance Band Distribution													
	SBAC 25-26 Level 4	SBAC 25-26 Level 3	SBAC 25-26 Level 2	SBAC 25-26 Level 1	SBAC 25-26 Distance from Standard	iReady Mid/Above & NWEA > 80th BOY 26-27	iReady Early On & NWEA 61st-80th BOY 26-27	iReady 1 Gr Below & NWEA 41st-60th BOY 26-27	iReady 2 Gr Below & NWEA 21st-40th BOY 26-27	iReady 3+ Gr Below & NWEA <20th BOY 26-27	Q1 Benchmark Level 4	Q1 Benchmark Level 3	Q1 Benchmark Level 2	Q1 Benchmark Level 1
BUR	16.02%	31.22%	20.17%	32.60%	-13.7	5%	13%	39%	21%	22%	13.40%	23.20%	27.30%	36.10%
KAY	8.14%	22.48%	27.62%	41.76%	-52.4	7%	13%	35%	17%	28%	9.80%	22.20%	23.10%	44.90%
CAS-EIS	10.24%	25.27%	25.71%	38.78%	-40.4	2% (CAS) 5% (EIS)	8% (CAS) 15% (EIS)	46% (CAS) 18% (EIS)	25% (CAS) 14.% (EIS)	19% (CAS) 48% (EIS)	6%	19.10%	26.90%	48%
CIS	10.77%	19.53%	27.95%	41.75%	-48	4%	12%	37%	16%	32%	9.10%	20.10%	24.60%	46.20%
DAL						18%	28%	25%	14%	15%	34.50%	11.60%	16.30%	37.70%
DAL 11th Only	25.69%	33.03%	29.36%	11.93%	24.3	22%	33.00%	25%	12%	8%	46.20%	6.60%	15.40%	31.90%

Arc of the Year Observation Summary Data

	August	September	October
Arc of the Year Observations Conducted Total: 834	242	322	270

Arc of the Year Benchmarks Of Excellence Data

	Consistently/Proficiently	Sometimes/Partially	Rarely/Never
August: Teacher explicitly teaches, models, and practices classroom routines and procedures, and use What to Do directions consistently before every activity.	37%	55%	8%
September: Teacher demonstrates proficiency in Strong Start, What to Do, Least Invasive Intervention and Separation of Language of Instruction (DL), ensuring 90-100% of students follow directions with minimal redirection	52%	37%	11%
October: Teacher implements formative assessment strategies (cold call, whiteboards, exit tickets) at key moments in the lesson, with 90% of students able to describe the success criteria and check their work against it.	19%	51%	31%

Arc of the Year Observations Conducted

School Site	August	September	October
Burlington Total: 88	22	42	24
CAS/EIS Total: 277	48	99	130
Cisneros Total: 199	74	84	41
Dalzell Lance Total: 88	21	41	26
Kayne Total: 170	67	55	48

Arc of the Year Benchmarks Of Excellence Data

August: Teacher explicitly teaches, models, and practices classroom routines and procedures, and use What to Do directions consistently before every activity.

School Site	Consistently/Proficiently	Sometimes/Partially	Rarely/Never
Burlington	54%	42%	4%
CAS/EIS	50%	42%	8%
Cisneros	28%	70%	2%
Dalzell Lance	33%	51%	16%
Kayne	16%	69%	15%

September: Teacher demonstrates proficiency in Strong Start, What to Do, Least Invasive Intervention and Separation of Language of Instruction (DL), ensuring 90-100% of students follow directions with minimal redirection

School Site	Consistently/Proficiently	Sometimes/Partially	Rarely/Never
Burlington	53%	42%	5%
CAS/EIS	49%	39%	12%
Cisneros	61%	36%	2%
Dalzell Lance	65%	28%	7%
Kayne	31%	42%	27%

October: Teacher implements formative assessment strategies (cold call, whiteboards, exit tickets) at key moments in the lesson, with 90% of students able to describe the success criteria and check their work against it.

School Site	Consistently/Proficiently	Sometimes/Partially	Rarely/Never
Burlington	20%	80%	0%
CAS/EIS	27%	51%	22%
Cisneros	6%	30%	64%
Dalzell Lance	8%	59%	33%
Kayne	8%	59%	33%