



**Camino  
Nuevo  
Charter  
Academy**

*Kayne Siart  
Campus*

**Title I and III Program Evaluation  
2019-2020 School Year**

**Measuring the Effectiveness of  
Title I and III Programs**

**November 10, 2020**



**CAMINO NUEVO CHARTER ACADEMY  
TITLES I and III PROGRAM EVALUATION  
2019-2020 SCHOOL YEAR**

The purpose of the Title I Program is to provide supplemental resources and services to students who have been identified as educationally disadvantaged to reach high academic content standards, specifically in reading and math. Camino Nuevo Charter Academy conducts an evaluation of the Title I Program each school year to monitor the effectiveness of the Title I Program and its impact on the instructional program and student academic achievement. The information gathered from the annual Title I Program Evaluation is used to determine where the Title I Program needs to focus its support for the upcoming school year.

Similarly, the purpose of the Title III Program is to provide supplemental resources and services to students who have been identified as English Learners. CNCA similarly conducts an evaluation of the Title III program each year to monitor its effectiveness. This document contains said evaluation for both Titles I and III.

CNCA's 2019-2020 Title I and III Program Evaluation is based on five primary questions. (1) Have the Title I and III programs produced positive growth and achievement? (2) What has worked well in the Title I and III programs? (3) What has not worked well in the Title I and III programs? (4) What needs to be changed? (5) How should the Title I and III programs be refined? To answer these questions, the organization and school sites conduct a comprehensive data analysis of student academic achievement and current instructional practices, and analyzed input/feedback provided by stakeholders to measure the effectiveness of the Title I and III programs. This data review includes a multi-part process:

- 1) Leadership Retreat in June 2019: School leaders analyzed 2018-2019 student achievement and stakeholder perception data and created a strategic plan aligned to the strengths and areas of growth.
- 2) Governance Oversight: Strategic plans were shared with the governing board as well as a comprehensive data analysis.
- 3) Bi-monthly Support Visits: School and home office leaders met on the school campus on a bi-monthly basis between the start of the school year and school closure in March to analyze formative assessment data, collect classroom observation data, and adjust strategic plans in response.
- 4) Leadership Institute in July 2020: School and home office leaders analyzed student achievement data (to the greatest extent possible, given school closure), as well as stakeholder perception data, in order to reflect on areas of strength and areas for growth.

**Review of Current State Assessment:**

In 2019-2020, CNCA participated in the following assessments:

- CAASPP Interim Comprehensive Assessment (ICA) for Math for grades 3-8 and 11
- CAASPP Interim Comprehensive Assessment (ICA) for ELA for High Schools
- English Language Proficiency Assessment (ELPAC) for all English Learners in grades K-12

Due to the national pandemic, CNCA schools ceased on-site operation on 3/16/2020. We begin distance learning sessions on 4/13, but were unable to complete the assessment calendar for the school year.

**1. Have the Title I and Title III programs produced positive growth and achievement?**

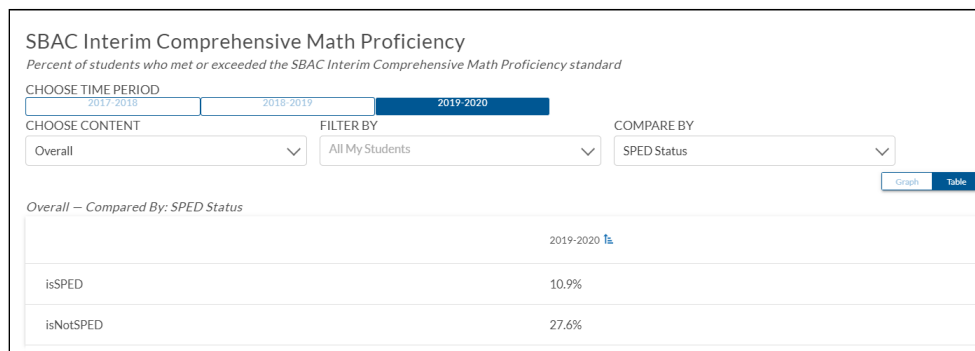
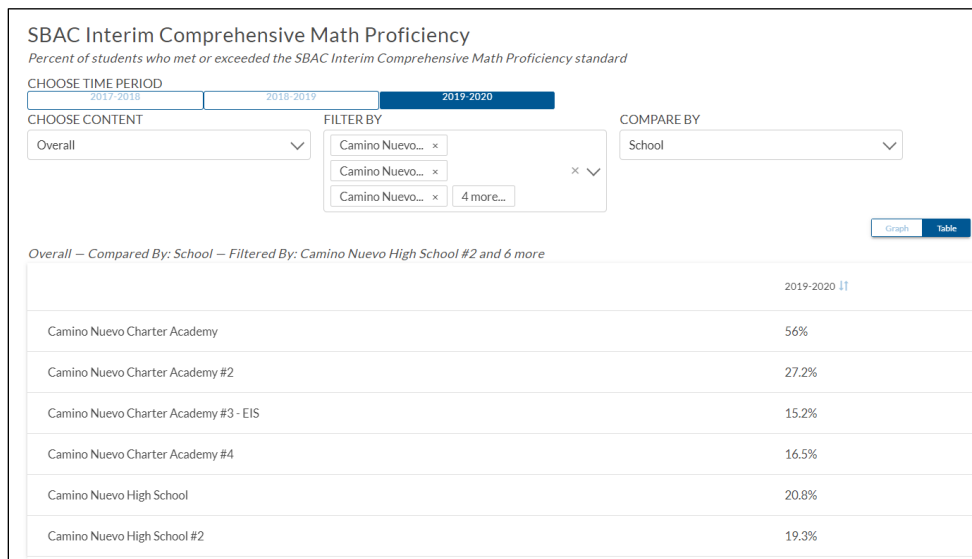
Based on the comprehensive data analysis, the programs have produced some positive growth and achievement while some areas remain focus areas.

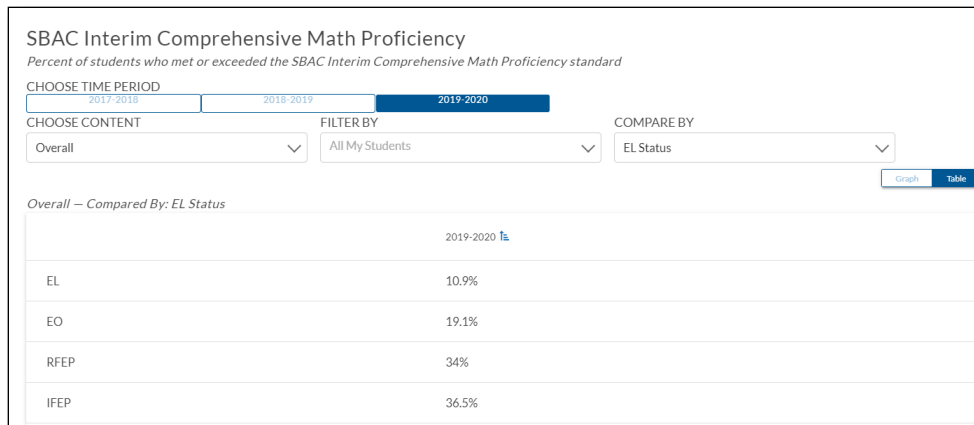


The organization and school sites conducted a comprehensive data analysis of student academic achievement and current practices to establish benchmarks aimed at raising academic performance for all students, especially at-risk students and identified student subgroups. The following is a summary of progress made by the students at CNCA as measured by state level interim and summative assessments (the Smarter Balanced Interim Assessments and the English Language Proficiency Assessment).

#### A. CAASPP Interim Comprehensive Assessment for Math for grades 3-8 and 11

In preparation for the CAASPP state assessment, which was waived by the California Department of Education, CNCA schools administered the CAASPP Interim Comprehensive Assessment (ICA) in mathematics mid-way through the 2019-2020 school year. See below for a breakdown of proficiency by school, and EL/IEP subgroups.





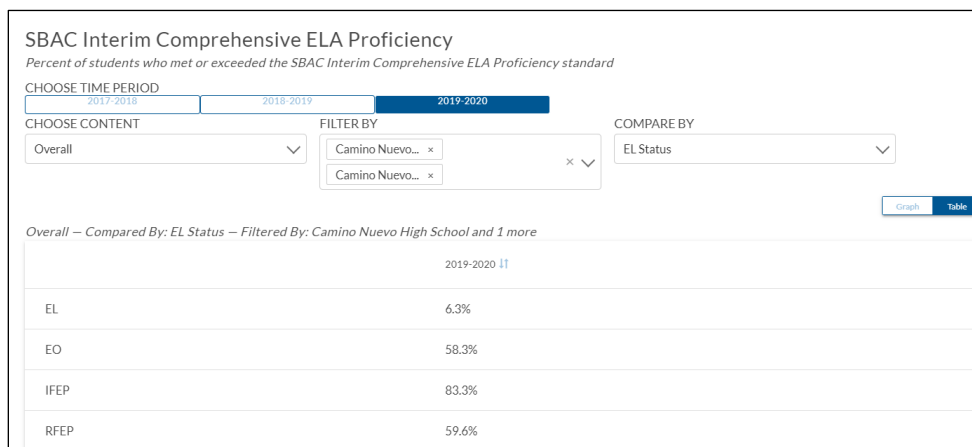
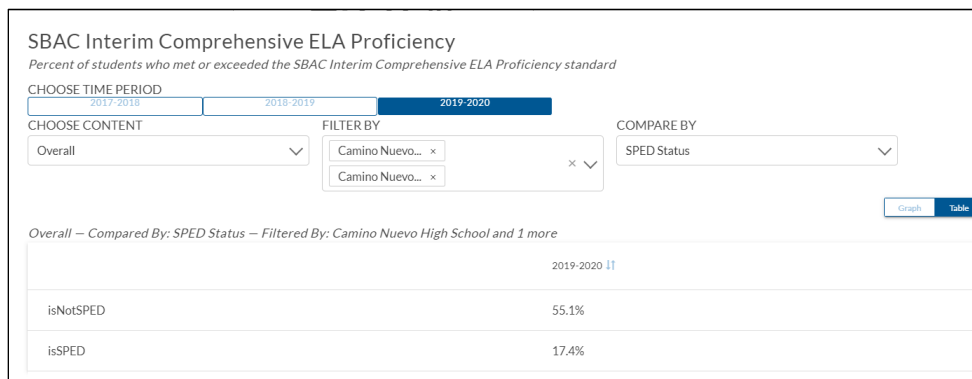
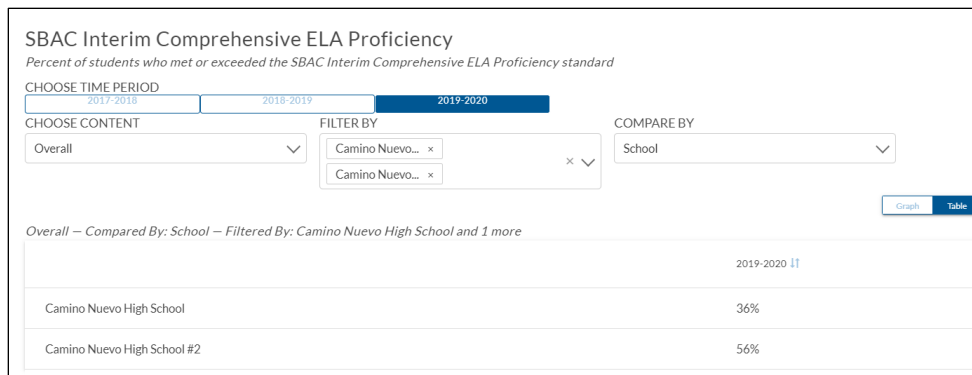
In the ICA Math data, the relative areas of strength are both CNCA High School and CNCA High School #2's math proficiency results for all students and for students who were EO/RFEP/IFEP. These results exceeded the end-of-year summative results from 2018-2019, despite the fact that students took this assessment in November of 2019 (i.e., with five months of instruction remaining before the planned summative SBAC).

Other areas of strength include the proficiency rates for Camino Nuevo Charter Academy (Burlington) and Camino Nuevo Charter Academy #2 (Kayne Siart). At the Burlington Campus, 56% of students met or exceeded the grade level standard on the ICA that they took in February of 2019, with two months remaining before the summative SBAC. This represents a 7-percentage point increase from the school's summative data from the end of the 18-19 school year. At the Kayne Siart campus, 27% of students met or exceeded grade level standards, which is only 5 percentage points lower than their summative SBAC proficiency rate from the 18-19 school year. Again, this assessment was taken in February, and so with two months remaining before the planned summative SBAC, it is likely that the school would have exceeded their proficiency rate from the previous year.

While it is hard to say exactly how much growth the other schools would have achieved between their February math ICA administration and the planned summative SBAC, it is likely that they would have had to grow a significant amount for their math achievement to be considered an area of strength. In addition, the performance of Students with IEPs and English Learners is an area for growth across the board.

## **B. CAASPP Interim Comprehensive Assessment (ICA) for ELA for High Schools**

In preparation for the CAASPP state assessment, which was waived by the California Department of Education, CNCA high schools administered the CAASPP Interim Comprehensive Assessment (ICA) in English Language Arts. See below for a breakdown of proficiency by school, and EL/IEP subgroups.



In the ICA for ELA data, the performance of Camino Nuevo High School #2 is an area of strength, as well as the overall performance of students without IEPs, and students classified as EO/IFEP/RFEP. This assessment was taken in November of 2019. Despite the fact that this was five months prior to the planned summative SBAC, the percentage of students meeting or exceeding the standard was only 9-percentage points below the summative SBAC performance of the prior year (2018-2019).

Camino Nuevo Charter High School's data, however, was more concerning, with the percentage of students meeting or exceeding the standard being 20 percentage points below what it was for the previous year's summative. In addition, the performance of students with IEPs and English Learners is an area of concern in this data.



### C. English Language Proficiency Assessment (ELPAC) for all English Learners in grades TK-12

The English Language Proficiency Assessments for California (ELPAC) is the required state test for English language proficiency (ELP) that must be given to students whose primary language is a language other than English.

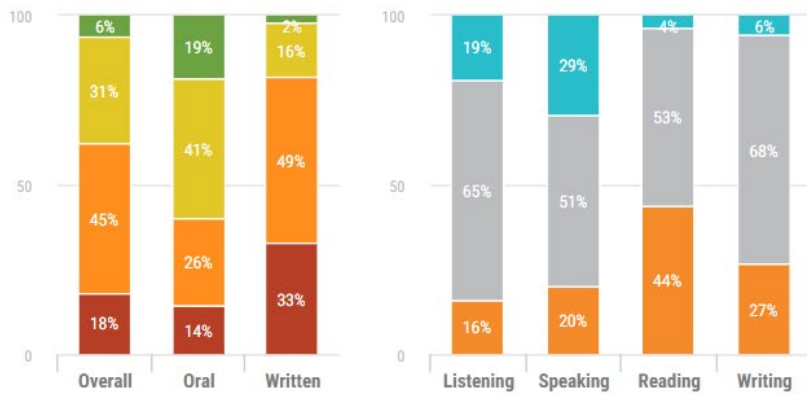
#### 19-20 CNCA ELPAC Data

| Performance Level | Overall |     | Oral |     | Written |     |
|-------------------|---------|-----|------|-----|---------|-----|
|                   | %       | #   | %    | #   | %       | #   |
| Level 4           | 6       | 67  | 19   | 206 | 2       | 22  |
| Level 3           | 31      | 348 | 41   | 457 | 16      | 179 |
| Level 2           | 45      | 492 | 26   | 285 | 49      | 541 |
| Level 1           | 18      | 198 | 14   | 157 | 33      | 363 |

| Performance Level   | Listening |     | Speaking |     | Reading |     | Writing |     |
|---------------------|-----------|-----|----------|-----|---------|-----|---------|-----|
|                     | %         | #   | %        | #   | %       | #   | %       | #   |
| Well Developed      | 19        | 213 | 29       | 324 | 4       | 41  | 6       | 63  |
| Somewhat/Moderately | 65        | 713 | 51       | 560 | 52      | 580 | 68      | 747 |
| Beginning           | 16        | 179 | 20       | 219 | 44      | 483 | 27      | 294 |

|                   |    |      |
|-------------------|----|------|
| # Tested          |    | 1105 |
| Overall Average   | PL | 2    |
|                   | SS | 1474 |
| Oral Average      | PL | 3    |
|                   | SS | 1478 |
| Listening Average | PL | 2    |
| Speaking Average  | PL | 2    |
| Written Average   | PL | 2    |
|                   | SS | 1466 |
| Reading           | PL | 2    |
| Writing           | PL | 2    |

#### Number of Students at Each Level



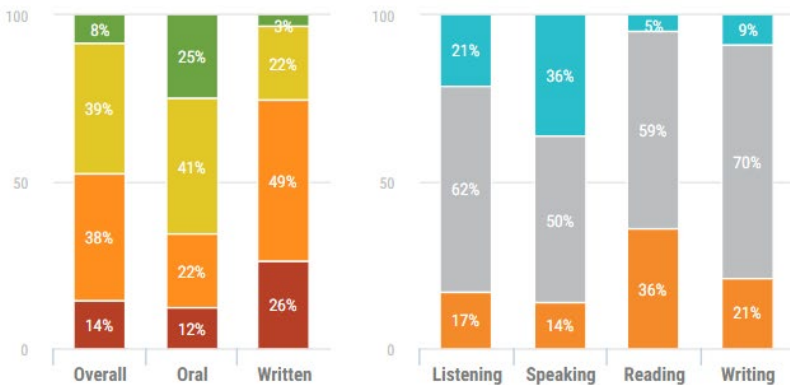
#### 18-19 CNCA ELPAC Data

| Performance Level | Overall |     | Oral |     | Written |     |
|-------------------|---------|-----|------|-----|---------|-----|
|                   | %       | #   | %    | #   | %       | #   |
| Level 4           | 8       | 103 | 24   | 310 | 3       | 37  |
| Level 3           | 39      | 495 | 40   | 511 | 22      | 277 |
| Level 2           | 37      | 477 | 22   | 281 | 48      | 614 |
| Level 1           | 14      | 180 | 12   | 153 | 26      | 327 |

| Performance Level   | Listening |     | Speaking |     | Reading |     | Writing |     |
|---------------------|-----------|-----|----------|-----|---------|-----|---------|-----|
|                     | %         | #   | %        | #   | %       | #   | %       | #   |
| Well Developed      | 21        | 264 | 36       | 456 | 5       | 60  | 9       | 109 |
| Somewhat/Moderately | 61        | 778 | 49       | 624 | 58      | 745 | 69      | 884 |
| Beginning           | 17        | 213 | 14       | 175 | 35      | 450 | 21      | 262 |

|                   |    |      |
|-------------------|----|------|
| # Tested          |    | 1274 |
| Overall Average   | PL | 2    |
|                   | SS | 1478 |
| Oral Average      | PL | 3    |
|                   | SS | 1482 |
| Listening Average | PL | 2    |
| Speaking Average  | PL | 2    |
| Written Average   | PL | 2    |
|                   | SS | 1471 |
| Reading           | PL | 2    |
| Writing           | PL | 2    |

#### Number of Students at Each Level





The charts above demonstrate declining overall ELPAC performance, as defined by the percent of students scoring a Level 4, which is the proficiency level needed in order to meet the criterion for reclassification. Moreover, the percent of students in the lowest proficiency levels (Level 1 and Level 2) has increased between 18-19 and 19-20. It is significant to note that the two graphics do not compare a static population, because the students who scored a Level 4 in 18-19 largely reclassified and then did not take the assessment in 19-20. However, we would want to see increasing percentages of students reaching the highest proficiency levels year to year.

## **2. What has worked well in the Title I and Title III programs?**

Individual Title I funds are coordinated, prioritized and aligned to the school's priority areas. This past school year, the organization had a network-wide focus of increasing student achievement, with a continued focus in mathematics, as we had in the 2018-2019 school year. The organization continued to utilize Title I money to fund supplemental intervention staffing to implement district-wide initiatives and to help below-grade level students grow. Title III funds were used similarly to fund supplemental intervention staff who directly support English Language Learners' academic achievement.

### ***Standards-aligned Supplemental Programs, Materials and Initiatives***

In order to improve student academic achievement of at-risk students, the district and schools provided research-based instructional and intervention materials to students as well as implemented research-based supplemental programs that were aligned to the Common Core State Standards, particularly in the areas of English Language Arts, math and ELD.

These materials and supplemental intervention programs allowed teachers to systematically and explicitly teach the content standards, develop lessons that were engaging, to challenge the high achievers and to provide the necessary intervention to at-risk students as soon as they showed signs of not mastering the content standards. The materials and supplemental programs also provided students with many opportunities for independent practice to reinforce the concepts and skills learned throughout the day. The following is a list of supplemental intervention programs implemented throughout the organization during the 2019-2020 school year to better address the academic needs of students:

- Achieve3000
- Rosetta Stone
- Lexia
- iReady
- Leveled Literacy Intervention
- Targeted small group instruction for math, ELA, and ELD
- Mathematics lab classes to supplement students' grade level instruction

The percent of students meeting or exceeding the standard in Math at the high schools, Burlington, and Kayne Siart, as well as the percent meeting or exceeding the standard in ELA at Camino Nuevo High School #2 demonstrate some successes within our Title I and III programs, particularly because this growth indicates that students were on track to be moved out of "at-risk" categories and into mastery of grade-level standards by the end of the 2019-2020 school year.

## **3. What has not worked well in the Title I and Title III programs?**



The disparity in performance between all students and English Learners and between all students and Students with Disabilities demonstrates a need for continued focus on subgroup student achievement. In addition, the need to focus on English Learners is underscored by poor ELPAC performance, especially when comparing across the last two school years.

#### **4. What needs to be changed?**

For the general population, whose performance aligns to students qualifying for free and reduced lunch, the student achievement growth is promising but not enough. There is a need to continue focusing on implementation of the Common Core State Standards in order to ensure additional increases in ELA and Math scores in the 2020-2021 school year. This urgency is underscored by the current need to accelerate learning in the face of learning loss due to school closures and the transition to distance learning.

#### **5. How should the Title I and Title III programs be refined?**

##### ***Increase Student Academic Achievement with a focus on English Language Learners***

CNCA must continue to provide a rigorous instructional program for all students to ensure they are able to continue to improve on state standardized tests, literacy assessments, and language assessments. A specific focus on English Learners' access to rigorous curriculum will be prioritized. This will include a combined focus on the core and supplemental intervention to ensure that English Learners receive instruction aligned to the Common Core State Standards, and are receiving targeted supplemental support that is driven by data-based needs when indicated.

##### ***A Focus on the English Language Proficiency Assessment (ELPAC)***

CNCA will prioritize preparing students for the demands of the ELPAC by ensuring that ELD instruction is aligned to the CA ELD standards and to the assessment expectations. This will require that teachers receive professional development to help them understand this relatively new assessment and its implications for instruction. Teachers will thus engage in leader-facilitated intellectual preparation that aligns their ELD instruction to the demands of the ELPAC.

##### ***Continue to Monitor Effectiveness of Title I and Title III Programs through a Focus on Data-Driven Instruction***

CNCA will also continue to put structures and systems in place to monitor the ongoing effectiveness of Title I and Title III programs, with a particular emphasis on aligned assessment, data collection, and regular, frequent analysis of subgroup performance. This will be done at all levels of the organization, including teachers and instructional support staff, and will be accompanied by professional development to ensure that educators know how to use data to make instructional decisions and accelerate learning. Teachers will engage in regular, frequent cycles of intellectual preparation ("understand"), assessment & data analysis ("diagnose"), and shifting instruction in response to the data ("take action").