



**Camino
Nuevo
Charter
Academy**

*Burlington
Campus*

**Title I and III Program Evaluation
2020-2021 School Year**

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

January 11, 2022



**CAMINO NUEVO CHARTER ACADEMY
TITLES I and III PROGRAM EVALUATION
2020-2021 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 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 Institute in summer 2020: School leaders analyzed 2019-20 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) Quarterly Data Analysis Meetings: School and home office leaders met in a cross-site PD space on a quarterly basis to analyze interim assessment data and adjust strategic plans accordingly.
- 4) Leadership Institute in July 2021: School and home office leaders analyzed student achievement data, as well as stakeholder perception data, in order to reflect on areas of strength and areas for growth.

Review of Current State Assessment:

In 2020-2021, CNCA participated in the following state assessments:

- Smarter Balanced Assessment (SBAC) for ELA and Math for grades 3-8
- iReady for grades 9-12
- California Science Test (CAST) for grades 5th and 8th
- English Language Proficiency Assessment (ELPAC) for all English Learners in grades K-12

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

Based on the comprehensive data analysis, the programs have not yet produced positive growth and achievement.

The following is a summary of progress made by the students at CNCA as measured by state and internal summative assessments (the Smarter Balanced Assessments, iReady, and the English Language Proficiency Assessment).



A. Smarter Balanced Assessment (SBAC) for ELA and Math for grades 3-8

Last 2 years (2021 and 2019) of ELA Results								
3 rd	Overall & Claim Performance for Camino Nuevo Charter Schools							
	Year	Total Tested	Meeting Standard	Not Meeting Standard	PL 4 Standard Exceeded	PL 3 Standard Met	PL 2 Standard Nearly Met	PL 1 Standard Not Met
	2020-21	270	17%	83%	6%	11%	26%	57%
4 th	Overall & Claim Performance for Camino Nuevo Charter Schools							
	Year	Total Tested	Meeting Standard	Not Meeting Standard	PL 4 Standard Exceeded	PL 3 Standard Met	PL 2 Standard Nearly Met	PL 1 Standard Not Met
	2020-21	280	24%	76%	6%	18%	26%	50%
5 th	Overall & Claim Performance for Camino Nuevo Charter Schools							
	Year	Total Tested	Meeting Standard	Not Meeting Standard	PL 4 Standard Exceeded	PL 3 Standard Met	PL 2 Standard Nearly Met	PL 1 Standard Not Met
	2020-21	293	25%	75%	4%	20%	20%	55%
6 th	Overall & Claim Performance for Camino Nuevo Charter Schools							
	Year	Total Tested	Meeting Standard	Not Meeting Standard	PL 4 Standard Exceeded	PL 3 Standard Met	PL 2 Standard Nearly Met	PL 1 Standard Not Met
	2020-21	282	32%	68%	6%	26%	32%	36%
7 th	Overall & Claim Performance for Camino Nuevo Charter Schools							
	Year	Total Tested	Meeting Standard	Not Meeting Standard	PL 4 Standard Exceeded	PL 3 Standard Met	PL 2 Standard Nearly Met	PL 1 Standard Not Met
	2020-21	298	42%	58%	8%	34%	28%	30%
8 th	Overall & Claim Performance for Camino Nuevo Charter Schools							
	Year	Total Tested	Meeting Standard	Not Meeting Standard	PL 4 Standard Exceeded	PL 3 Standard Met	PL 2 Standard Nearly Met	PL 1 Standard Not Met
	2020-21	299	43%	57%	11%	32%	26%	31%

Last 2 years (2021 and 2019) of Math Results								
3 rd	Overall & Claim Performance for Camino Nuevo Charter Schools							
	Year	Total Tested	Meeting Standard	Not Meeting Standard	PL 4 Standard Exceeded	PL 3 Standard Met	PL 2 Standard Nearly Met	PL 1 Standard Not Met
	2020-21	271	22%	78%	6%	17%	30%	48%
4 th	Overall & Claim Performance for Camino Nuevo Charter Schools							
	Year	Total Tested	Meeting Standard	Not Meeting Standard	PL 4 Standard Exceeded	PL 3 Standard Met	PL 2 Standard Nearly Met	PL 1 Standard Not Met
	2020-21	283	39%	61%	10%	29%	33%	28%



Overall & Claim Performance for Camino Nuevo Charter Schools							
Year	Total Tested	Meeting Standard	Not Meeting Standard	PL 4 Standard Exceeded	PL 3 Standard Met	PL 2 Standard Nearly Met	PL 1 Standard Not Met
2020-21	271	20% Average Distance from Level 3†: -65	80%	6%	15%	36%	44%
2018-19	280	40% Average Distance from Level 3†: -20	60%	10%	30%	41%	20%

Overall & Claim Performance for Camino Nuevo Charter Schools							
Year	Total Tested	Meeting Standard	Not Meeting Standard	PL 4 Standard Exceeded	PL 3 Standard Met	PL 2 Standard Nearly Met	PL 1 Standard Not Met
2020-21	286	7% Average Distance from Level 3†: -103	93%	4%	3%	26%	67%
2018-19	284	28% Average Distance from Level 3†: -57	72%	12%	16%	27%	45%

Overall & Claim Performance for Camino Nuevo Charter Schools							
Year	Total Tested	Meeting Standard	Not Meeting Standard	PL 4 Standard Exceeded	PL 3 Standard Met	PL 2 Standard Nearly Met	PL 1 Standard Not Met
2020-21	282	16% Average Distance from Level 3†: -92	84%	4%	12%	33%	52%
2018-19	312	22% Average Distance from Level 3†: -74	78%	7%	15%	35%	43%

Overall & Claim Performance for Camino Nuevo Charter Schools							
Year	Total Tested	Meeting Standard	Not Meeting Standard	PL 4 Standard Exceeded	PL 3 Standard Met	PL 2 Standard Nearly Met	PL 1 Standard Not Met
2020-21	292	24% Average Distance from Level 3†: -80	76%	10%	14%	32%	44%
2018-19	313	37% Average Distance from Level 3†: -40	63%	13%	23%	32%	32%

Overall & Claim Performance for Camino Nuevo Charter Schools							
Year	Total Tested	Meeting Standard	Not Meeting Standard	PL 4 Standard Exceeded	PL 3 Standard Met	PL 2 Standard Nearly Met	PL 1 Standard Not Met
2020-21	298	23% Average Distance from Level 3†: -86	77%	8%	15%	24%	53%
2018-19	292	35% Average Distance from Level 3†: -44	65%	14%	22%	30%	35%

SBAC ELs Only - ELA

Overall & Claim Performance for Camino Nuevo Charter Schools							
Year	Total Tested	Meeting Standard	Not Meeting Standard	PL 4 Standard Exceeded	PL 3 Standard Met	PL 2 Standard Nearly Met	PL 1 Standard Not Met
2020-21	627	10% Average Distance from Level 3†: -101	90%	1%	8%	23%	67%
2018-19	512	10% Average Distance from Level 3†: -88	90%	1%	9%	29%	61%

SBAC ELs Only – Math



Overall & Claim Performance for Camino Nuevo Charter Schools

Year	Total Tested	Meeting Standard	Not Meeting Standard	PL 4 Standard Exceeded					PL 3 Standard Met					PL 2 Standard Nearly Met					PL 1 Standard Not Met				
				0	25	50	75	100	0	25	50	75	100	0	25	50	75	100	0	25	50	75	100
2020-21	615	10% 90%	Average Distance from Level 3†: -113	2%					8%					24%					66%				
2018-19	512	17% 83%	Average Distance from Level 3†: -86	4%					13%					28%					55%				

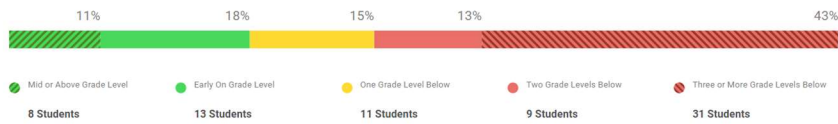
B. iReady for grade 11

In lieu of the SBAC for Grade 11, we administered the iReady Diagnostic in both Reading and Math.

Reading

Overall Placement

Students Assessed/Total: 72/100



Math

Overall Placement

Students Assessed/Total: 64/100



C. California Science Test (CAST) for grades 5th and 8th



2020-21 CAST Smarter Balanced Performance Summary

All Grades Tested
 Site: Camino Nuevo Charter Schools
 Roster Date: 2021
 Grades: All
 English Proficiencies: All Reported Races
 Gender(s): All
 Special Education: Special & Non Special Ed
 Socio-Economic: SED & Not SED

More information about this report can be found at help.illuminateed.com.

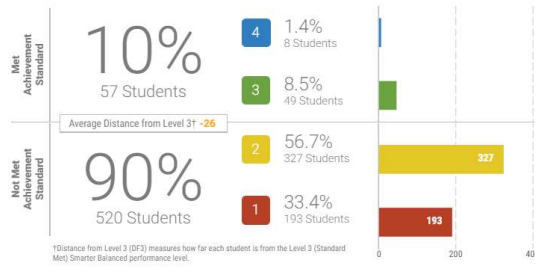
Overall Score Levels

- 4 Standard Exceeded
- 3 Standard Met
- 2 Standard Nearly Met
- 1 Standard Not Met

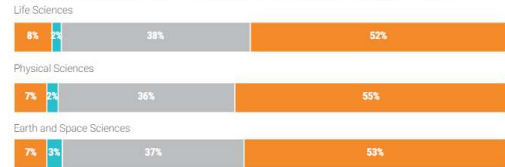
Cluster Score Levels

- Above Standard
- Near Standard
- Below Standard
- No score/Not taken

Overall Performance: 577 students



Claim Performance: Percent of Students at Each Level



D. 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.

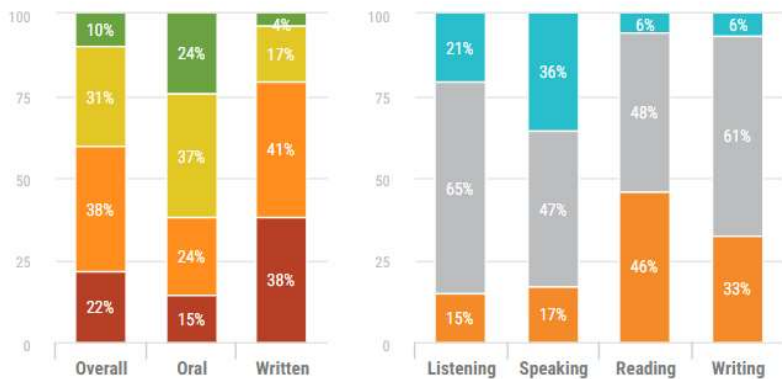
20-21 CNCA ELPAC Data

Performance Level	Overall		Oral		Written	
	%	#	%	#	%	#
Level 4	10	121	24	306	4	46
Level 3	31	389	37	472	17	215
Level 2	38	477	24	299	41	516
Level 1	22	274	15	184	38	484

Performance Level	Oral				Written			
	Listening		Speaking		Reading		Writing	
	%	#	%	#	%	#	%	#
Well Developed	21	259	36	450	6	73	6	81
Somewhat/Moderately	65	814	47	591	48	610	61	765
Beginning	15	187	17	217	46	575	33	410

# Tested		1261
Overall Average	PL	2
	SS	1477
Oral Average	PL	3
	SS	1485
Listening Average	PL	2
Speaking Average	PL	2
Written Average	PL	2
	SS	1465
Reading	PL	2
Writing	PL	2

Number of Students at Each Level



19-20 CNCA ELPAC Data

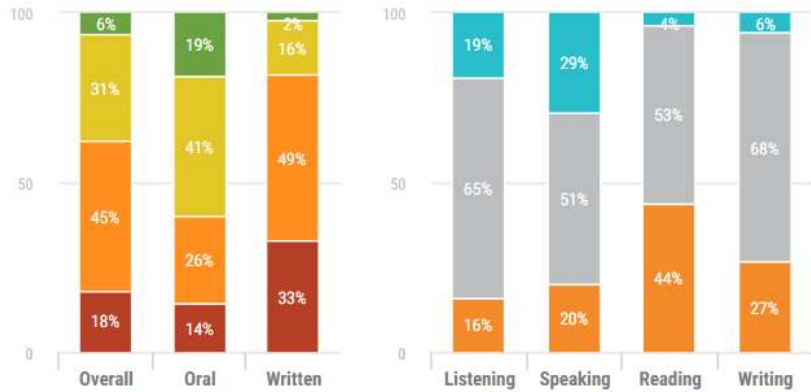


Performance Level	Overall		Oral		Written	
	%	#	%	#	%	#
Level 4	6	67	19	206	2	22
Level 3	31	348	41	457	16	179
Level 2	45	492	26	285	49	541
Level 1	18	198	14	157	33	363

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



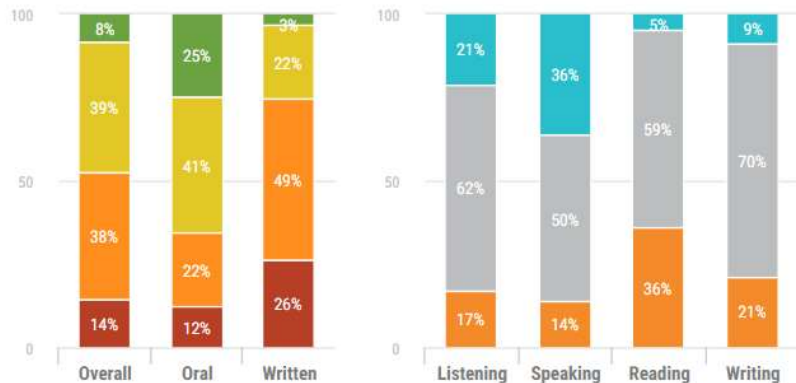
18-19 CNCA ELPAC Data

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	Oral				Written			
	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



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

There was an increase in the percentage of students meeting the benchmark for reclassification on the ELPAC (Level 4) in 2021 as compared to 2020. Despite the myriad challenges of the pandemic in the 2020-2021 school



year, we were able to implement this Title III program refinement, described in our Program Evaluation from 2019-2020.

“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.”

The schools’ improvement in ELPAC performance can be attributed to this focus, which is something we will continue into 2021-2022 and beyond.

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

The vast majority of our student achievement data points shared above demonstrate declines or stagnation in the percentage of students meeting or exceeding the benchmark compared to pre-pandemic years. This is true of all students’ data, as well as English Learner performance in particular. However, the conditions of the pandemic make it very difficult to discern whether the cause of these declines was related to our Title I and III program effectiveness, or rather the fact that students were learning from home rather than in school.

4. What needs to be changed?

The marked declines in student achievement as a result of pandemic-driven school closures call for a focus on Tier 2 intervention, in addition to a continued focus on Tier 1 instruction. Our schools will coordinate Title I and III funds with the use of federal and state pandemic relief funds to implement a supplemental intervention program for English Language Development, math, and literacy. This will include structures such as high-dosage tutoring, small group instruction, and intervention courses in order to target students’ data-based needs.

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

Increase Student Academic Achievement with a focus on Literacy

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 and ultimately have access to college and career. In the 2021-2022 school year, we will implement an aligned literacy curriculum at the TK-8th grade level (ARC Core) and will focus on professional development related the Common Core literacy standards and shifts across the TK-12 spectrum.

A Focus on the English Language Learners and the ELPAC

CNCA’s home office, Pueblo Nuevo Education Group, has had a grant-funded position to manage our English Learner programming for the past three years. This grant has ended, but our English Learner performance demonstrates the need to continue with central leadership focused on this subgroup. Our Director of Biliteracy and English Learners will now be funded by Title III in order to maintain this position and continue a focus on ELD and our dual language programs.

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. Starting in the 2021-2022 school year, we will be adding the iReady



Diagnostic Assessment to our data-driven toolbelt. This will allow us to monitor standards performance and distance from grade level with greater precision and frequency.