



# Chief Academic Officer Update

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SEPTEMBER 13, 2022

CNCA BOARD OF DIRECTORS

# Updates include:

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- ❖ Special Education Compliance Updates
- ❖ Subgroup SBAC Performance: Students with IEPs & English Learners

# Overdue IEPs

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School	Oversight visit date	IEPs overdue as identified during the oversight visit	IEPS overdue as identified as of August 29th, 2022 per the 200 report
CNCA HS 2 DALZELL	3/1/22	24	5
CNCA ES 3	3/3/22	28	4
CNCA 2 KAYNE SIART	3/17/22	36	9
CNCA 4 CISNEROS	3/23/22	14	0
CNCA 1 BURLINGTON	3/29/22	18	1

# Outstanding Assessments

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<i>Loc Name</i>	Language and Speech Therapist	Nurse/Physician	Psychologist	Special Education Teacher	Grand Total
CAMINO NUEVO ACADEMY #2	5	6	19	8	38
CAMINO NUEVO CHARTER	6	9	11	12	38
CAMINO NUEVO ES #3	15	16	22	19	72
CAMINO NUEVO ES #4	8	12	15	14	49
CAMINO NUEVO HS #2	1	8	10	9	28
<b>Grand Total</b>	<b>35</b>	<b>51</b>	<b>77</b>	<b>62</b>	<b>225</b>

***This report was pulled on 8/29, and it represents an increase from 187 assessments as of 8/22***

# Minutes Owed (Tiers)

School	Oversight visit date	Identified during the oversight visit Tiers/service records	Tiers/service records as of August 29th, 2022 per the 300 report
CNCA HS 2 DALZELL	3/1/22	Tier 6: 5 records Tier 5: 4 records Tier 4: 9 records	tier 6: 83 records tier 5: 22 records tier 4: 9 records
CNCA ES 3	3/3/22	Tier 6: 4 records Tier 5: 5 records Tier 4: 14 records	tier 6: 90 records tier 5: 43 records tier 4: 7 records
CNCA 2 KAYNE SIART	3/17/22	Tier 6: 2 records Tier 5: 4 records Tier 4: 13 records	tier 6: 133 records tier 5: 30 records tier 4: 30 records
CNCA 4 CISNEROS	3/23/22	Tier 6: 5 records Tier 5: 1 record Tier 4: 16 records	tier 6: 35 records tier 5: 8 records tier 4: 31 records
CNCA 1 BURLINGTON	3/29/22	Tier 6: 5 records Tier 5: 5 records Tier 4: 3 records	tier 6: 26 records tier 5: 32 records tier 4: 36 records

# Big Idea

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We can see the challenge of our dual mandate: close previously created **compliance gaps** while at the same time staying ahead of **current due dates and service allocations**.

While we continue to make **progress with overdue IEPs**, we now need to **balance those efforts with service tracking**.

# Service tracking strategy

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- Associate Director of SpEd presented this data to principals on 8/31 with a Call to Action and supports
  - Call to Action:
    - Manage service tracking through either coaching conversations or directive approaches (e.g., pre-determined time for service tracking)
    - Give RSP teachers extra time away from site PD for SpEd compliance work
  - Supports:
    - Reviewed service tracking expectations and tips with RSP teachers in our monthly cross-site Professional Learning Community
    - Allocation of central cross-site PLC time for service tracking
- Data transparency
  - Compliance “report card” review in monthly check-ins with Leadership Teams
  - Post weekly compliance data tracker in School Leader Hub (intranet page) with friendly competition for schools that make compliance gains

# CAASPP Subgroup Data

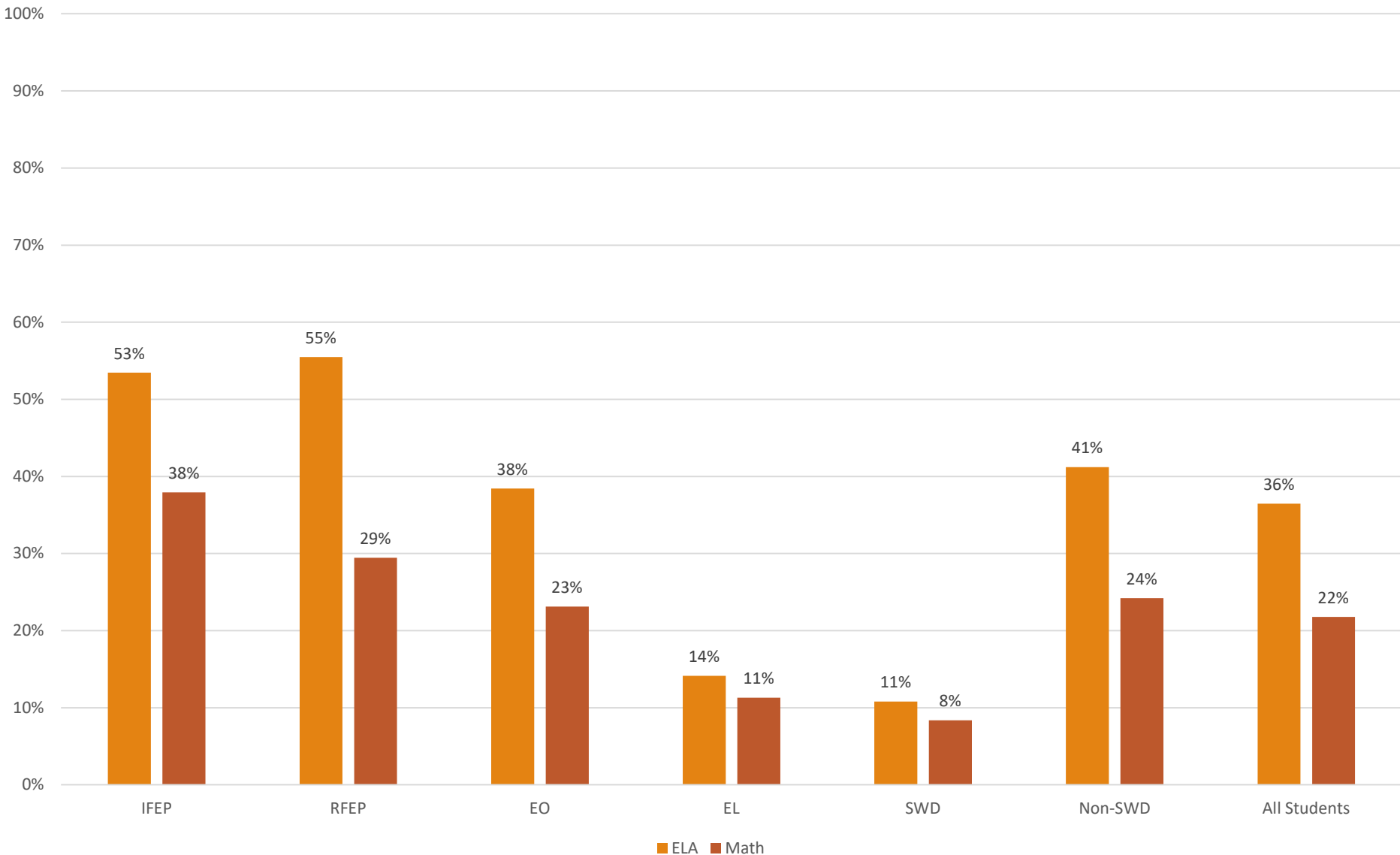
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ZOOMING IN ON STUDENTS WITH IEPS & ELS

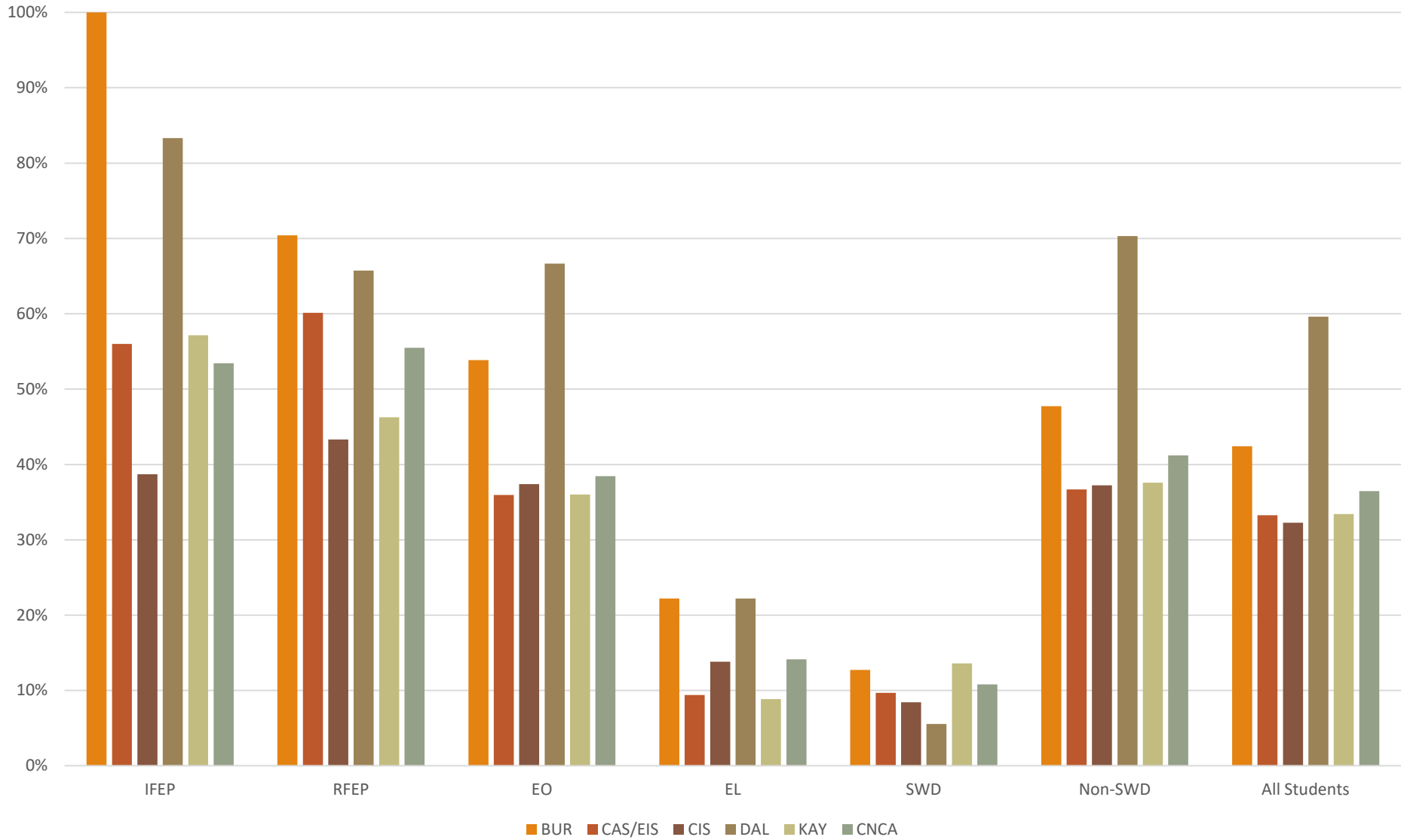




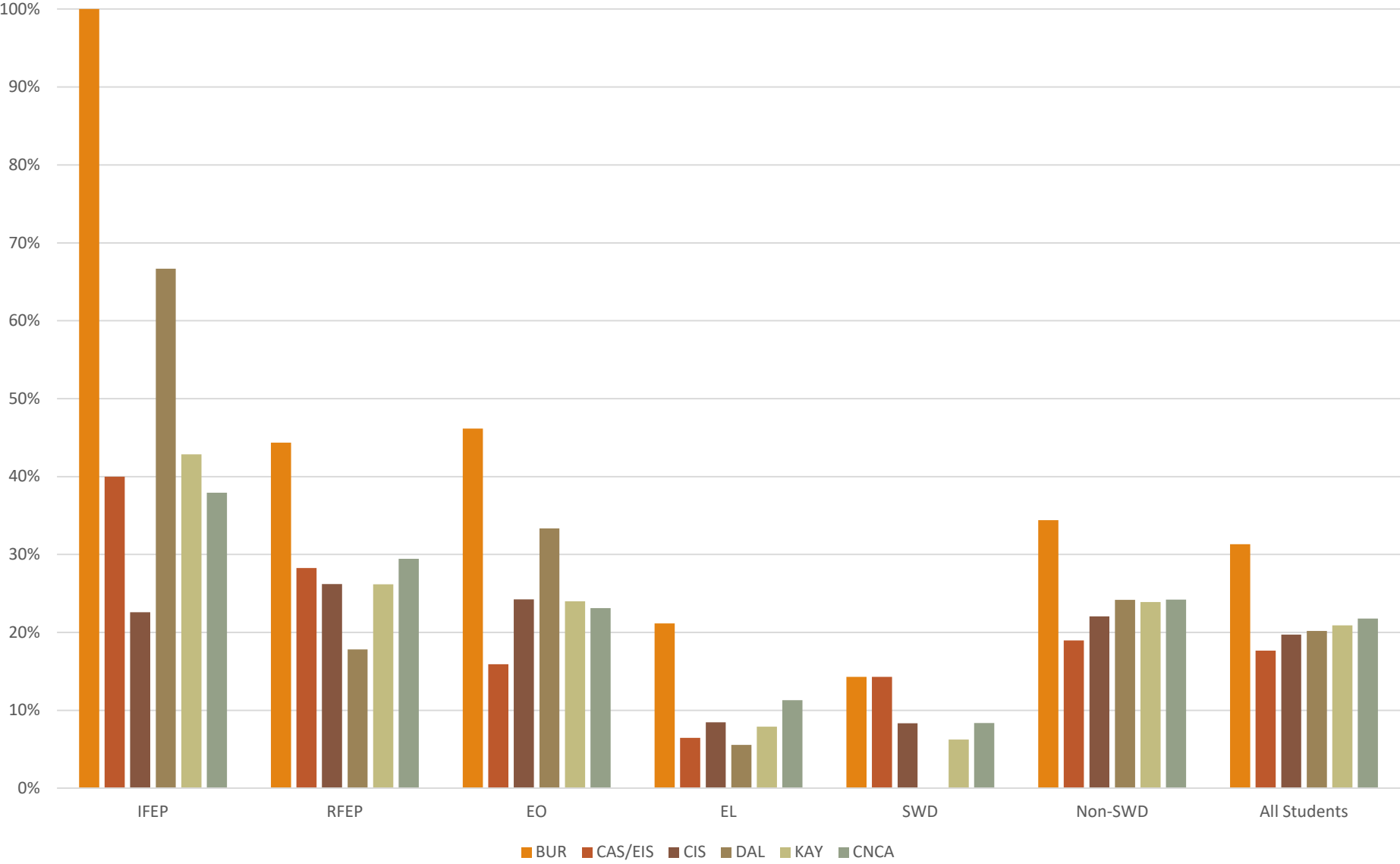
# CNCA Proficiency by Subgroup



# ELA Proficiency by Subgroup and School



# Math Proficiency by Subgroup and School



# Big Idea

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Our **most vulnerable populations** have experienced the academic impact of the pandemic in a way that **aligns with national trends**.

We already had **significant room to grow** in order to meet the needs of all disabilities and English Language Learners prior to 2020. The inconsistent in-person schooling over the past two years just **exacerbated** that fact.

# Subgroup Strategy

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## ➤ **Students with Disabilities**

- Get compliance gaps addressed as quickly and painlessly as possible so that our educators can focus on student learning.
- Increase collaboration between Home Office SpEd Team and Content Teams in order to align our Tier 1 and Tier 3
  - Engagement focus
  - Data-driven instruction focus

## ➤ **English Learners**

- Embed English Learner strategies into our org-wide focus on Intellectual Engagement
- Continue to focus on high quality implementation of dual language curriculum for literacy, which includes strategies for Multilingual Learners
- Prioritize At Risk English Learners for Tier 2 intervention