



Q1 Academic Update

20 años | Camino
Nuevo
Charter
Academy



**November 10,
2020**

CNCA is one of the Highest Performing Charter Networks Serving Los Angeles

Increase
student
achievement by
10% on ELA
and Math
SBAC.

DATA DRIVEN
ACCELERATION

ETHNIC STUDIES
PEDAGOGY

1st Pillar:
Culturally
Responsive
Teaching

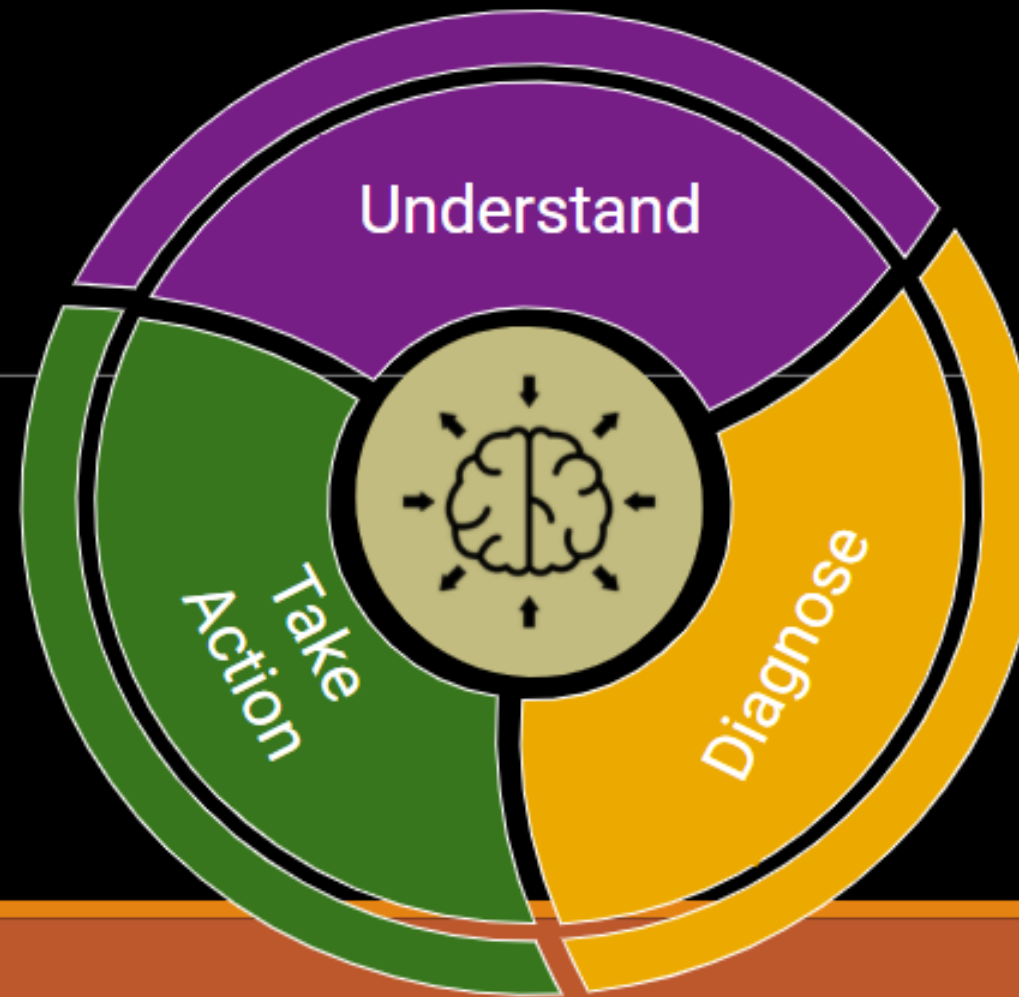
Access

Engagement

Learning

Maximize the
Learning
Experience for
ALL students
during **Distance**
Learning

Relationships





Data We Gather

- **Perception Data**
- **Observation Data**
- **Engagement Data**
- **Quantitative Student Achievement Data**



Perception Data

Cafecitos con el liderazgo

What's working?

“Lo que está funcionando es lo que nosotros como padres están aprendiendo” (BUR parent)

“La comunicación que tenemos con la maestra.... Podemos contactarla con algo que no entendemos y siempre es atenta” (BUR parent)

“Arte, música, cada día mejoramos como escuela y como comunidad, mucho mejor que antes gracias” (CIS parent)

“Digital communication has been great for us as working parents, sometimes we'd miss an announcement.” (CIS parent)

What would you like to improve?

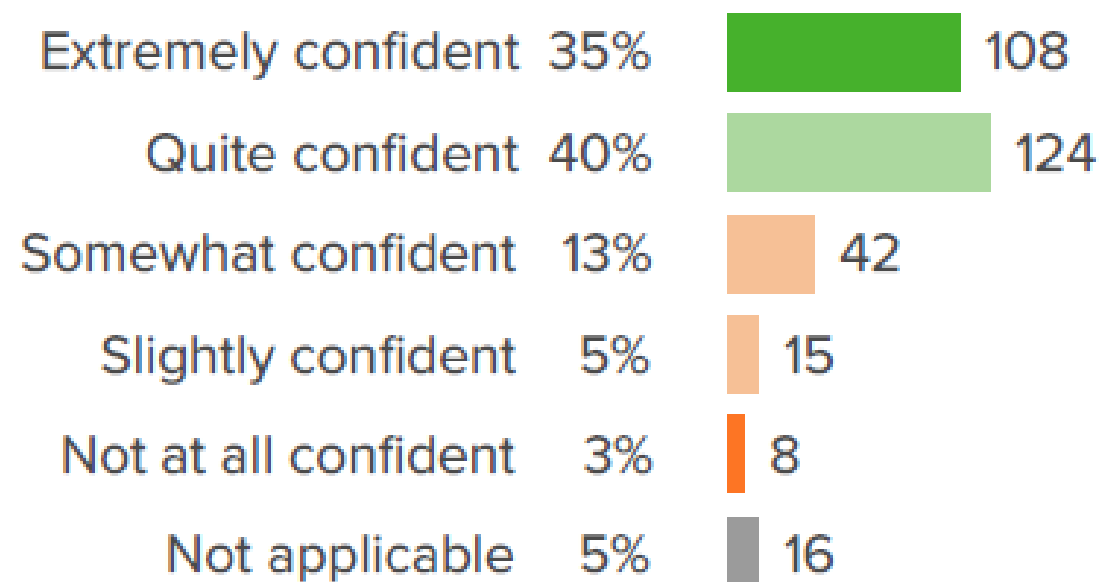
- “Un poco más en las matemáticas. Siento que 30 minutos no es suficiente” (BUR parent)
- “Me gustaría que esten más pendientes con más tiempo en cámara con los estudiantes” (CIS parent)
- “For my 5th grader, being able to stay in his seat from 8 to 2 is a lot” (CIS parent)
- “I feel the emotional side of it and the social needs to improve.... Maybe the school could (create space so they can) interact with their peers” (CIS parent)

Student Townhall

- **What's going well with distance learning?**
 - Office hours with teachers
 - Teachers' organization of Google classroom
 - Teachers checking in on their well-being
- **What's not going well?**
 - "I doubt myself in every class."
 - "I'm not even so sure if I learned it correctly" (and then I have to take a test on it).
 - "Anxiety"
 - "Guilty"

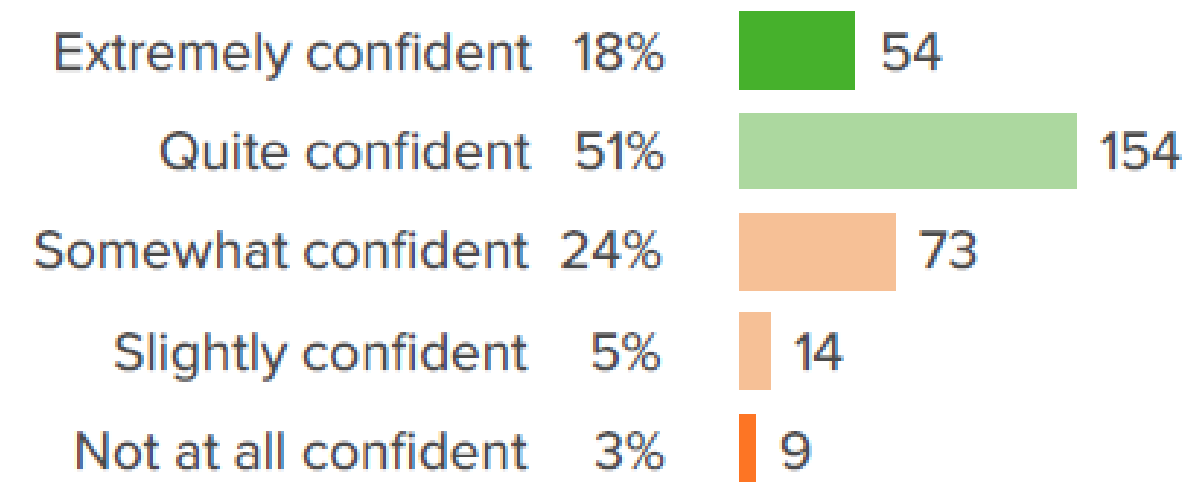
Reopening Survey

Q.1: If a form of distance learning continues as we roll out a hybrid model, how confident are you in using the software your school provides to support distance learning?



Favorable: **78%**

Q.2: If a form of distance learning continues this year, how confident are you that you can provide effective remote instruction?



Favorable: **68%**

Reopening Survey

“Please give us more time to plan . Planning for online instruction takes A LOT more time than planning for in person instruction . We often have to create material from scratch and that is time consuming.”

“We need to stop attempting to (poorly) replicate in- person teaching -- assessing like normal, filling out evaluations like normal, etc.--and take this as an opportunity to engage our students differently.”

Professional development needs: “Instructional strategies - technology support - trauma -informed practices -family engagement”

Why Assess?



Assessment for Learning

Helps teachers answer the questions:

- What am I doing that's working to support acceleration toward grade level?
- What am I doing that's not working?
- Who can I learn from?



Q1 Challenges

- Unpredictable pacing
- Limited instructional time
- Unreliable, at-home testing environments
- Sheer amount of teacher planning = less time to analyze data and respond

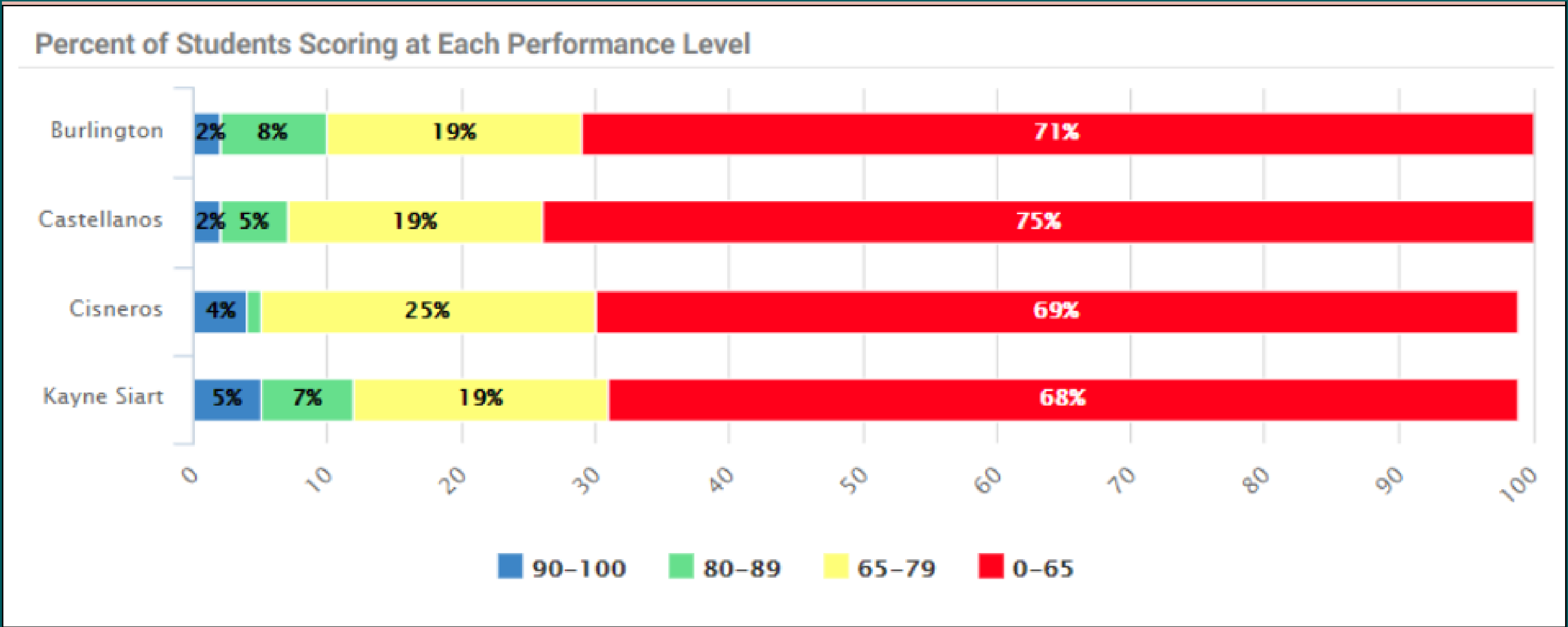
Shifts in Revised Q2 Assessment Calendar

- Fewer assessments → more instructional time
- Assessments that are more formative in nature (i.e., closer to instruction in terms of content & context)
- Maximizing use of independent online platforms to collect student achievement data
- Revision of some assessments to better align with teacher's pacing realities



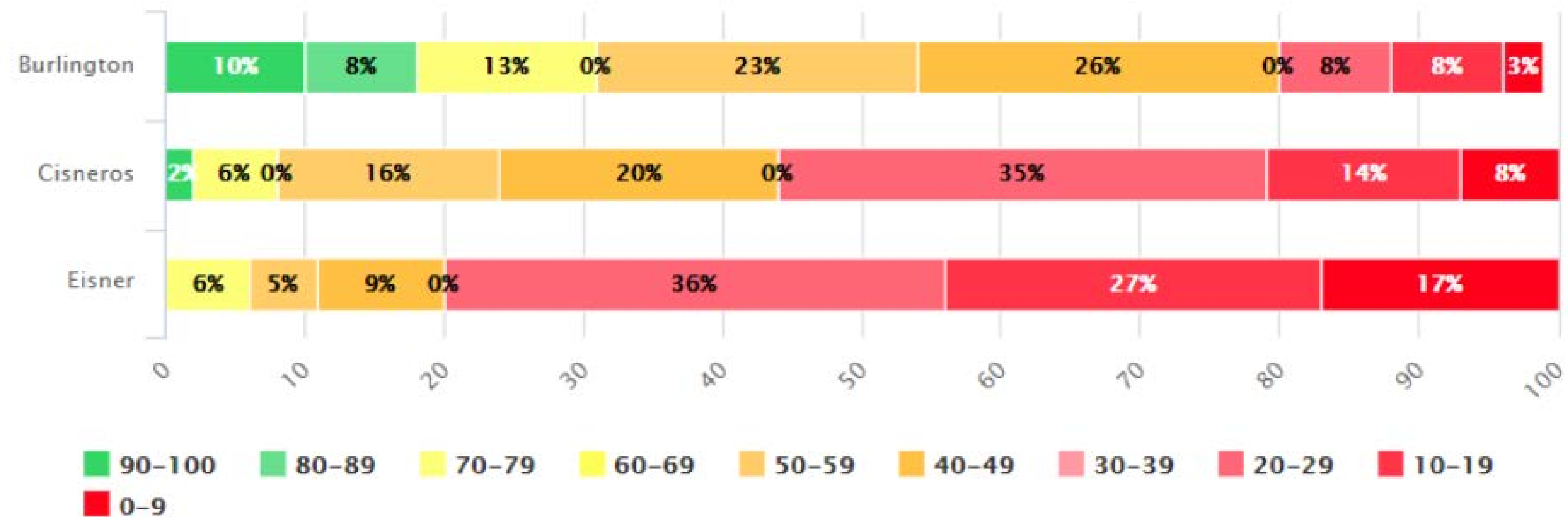
Quantitative Achievement Data

Math Benchmark Data: 4th grade

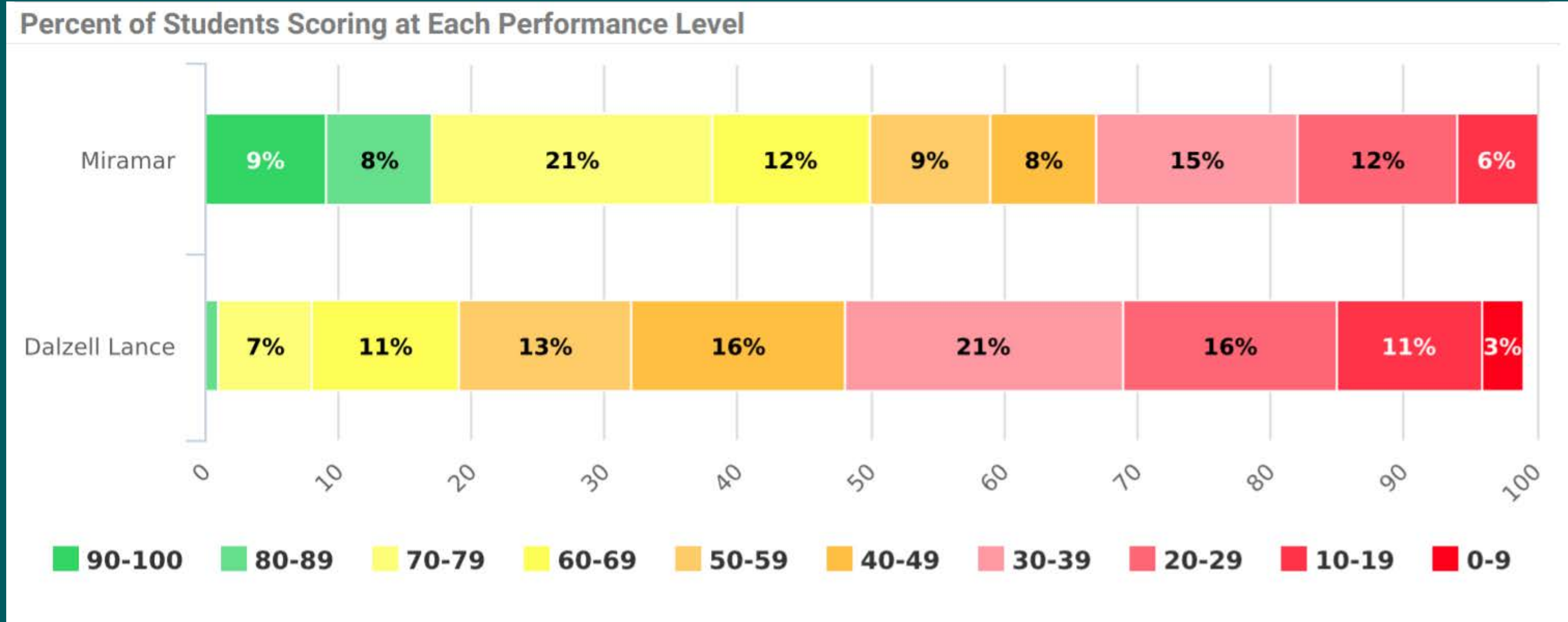


Math Benchmark Data: 8th grade

Percent of Students Scoring at Each Performance Level



Math Benchmark Data: HS Geometry



ELA Interim Assessment Blocks: 7th

CIS

G7 Grade 7 ELA - Read Literary Texts (IAB)

Average Scale Score
for 47 results

2512 ± 12ⁱ

Student Score Distribution

Above Standard 

7%



Near Standard 

55%



Below Standard 

38%




EIS

G7 Grade 7 ELA - Read Literary Texts (IAB)

Average Scale Score
for 65 results

2503 ± 11ⁱ

Student Score Distribution

Above Standard 


8%



Near Standard 

51%



Below Standard 

41%




KAY

G7 Grade 7 ELA - Read Literary Texts (IAB)

Average Scale Score
for 70 results

2512 ± 10ⁱ

Student Score Distribution

Above Standard 

13%



Near Standard 

50%



Below Standard 

37%



BUR

G7 Grade 7 ELA - Read Literary Texts (IAB)

Average Scale Score
for 55 results

2529 ± 12ⁱ

Student Score Distribution

Above Standard 

18%



Near Standard 

47%



Below Standard 

35%



ELA Interim Assessment Blocks: 11th

DAL

G11 High School ELA - Research: Analyze and Integrate Information (FIAB)

Average Scale Score
for **60** results

2637 ± 13ⁱ

Student Score Distribution

Above Standard 



Near Standard 



Below Standard 



MIR

G11 High School ELA - Research: Analyze and Integrate Information (FIAB)

Average Scale Score
for **39** results

2590 ± 18ⁱ

Student Score Distribution

Above Standard 



Near Standard 



Below Standard 





Ethnic Studies Updates

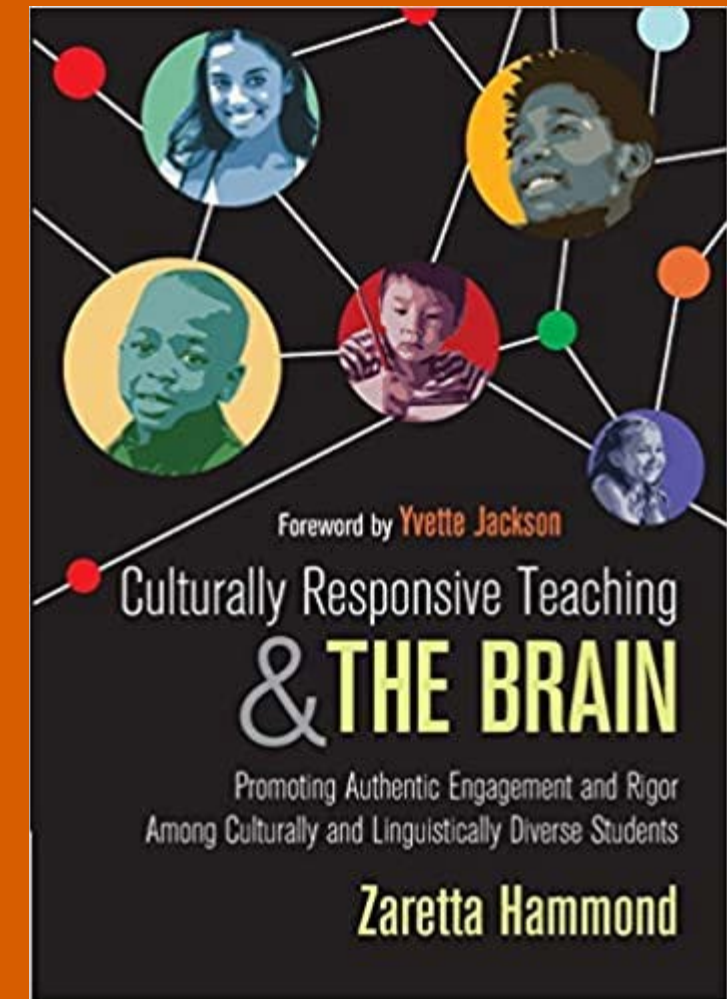
Ethnic Studies PDs & Workshops

Cross-Site

Healing Centered Engagement
Culturally Responsive
Teaching: Overview

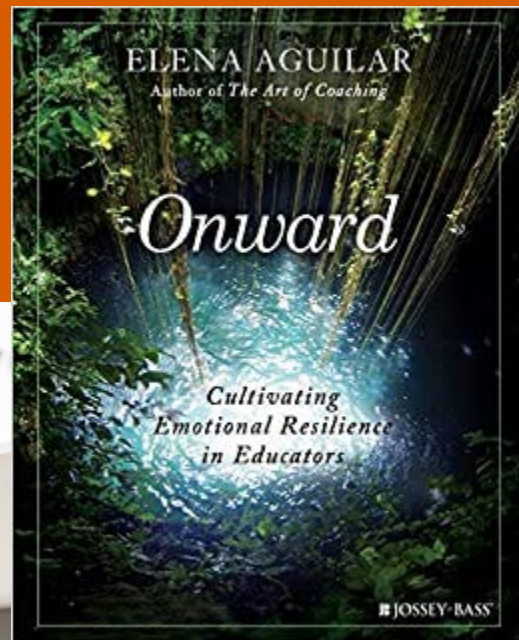
Site-Based

Anti-Racist Inquiry Groups
Culturally Responsive
Teaching: Relationships &
Mindsets



Leader PD

Sociopolitical Identities
Fostering Critical Hope



Healing Centered Engagement & Ethnic Studies

Dr. Farima Pour-Khorshid presented on the intersections between Ethnic Studies and Healing Centered Engagement.

She explains “A healing justice movement within and across education spaces is essential to facilitate efforts of repairing and addressing the erosion of hope resulting from structural violence in our communities.”



Culturally Responsive Teaching

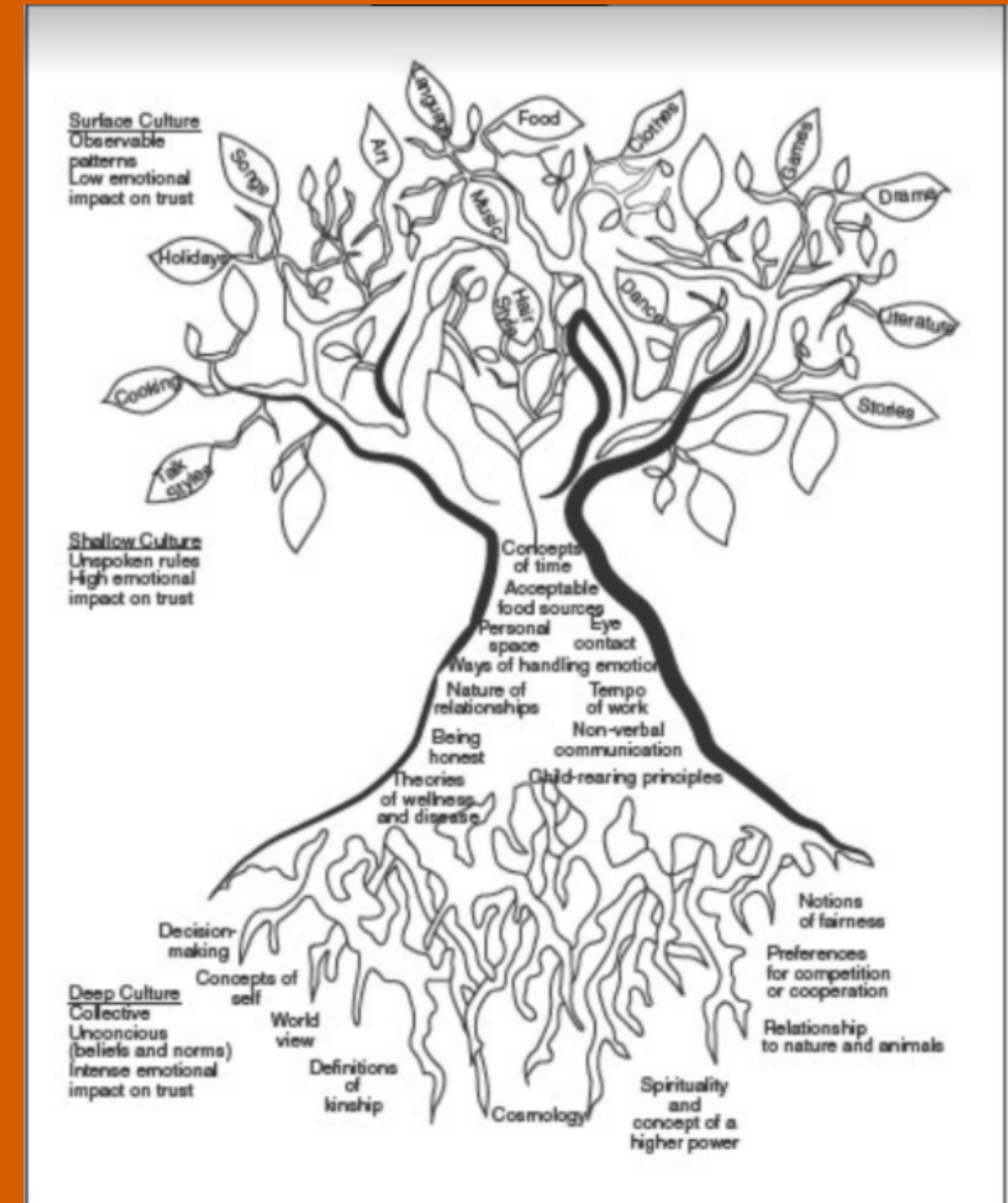
Introduction

Culturally responsive teaching is:

“An educator’s ability to recognize students’ cultural displays of learning and meaning making and respond positively and constructively with teaching moves that use cultural knowledge as a scaffold to connect what the student knows to new concepts and content in order to promote effective information processing. All the while, the educator understands the importance of being in relationship and having a social-emotional connection to the student in order to create a safe space for learning.” (Hammond, p. 15)

Participants learned:

- Overview of Hammond's "Ready for Rigor" framework
- Levels of culture (surface, shallow, & deep)
- Examples of how to teach in ways that are responsive to all levels of culture
- What this looks like, sounds like, and feels like for their grade span
- Sample lessons & units



What's next?

Data Driven Accelerated Learning

- Continued implementation of aligned data analysis processes & cross-site intellectual preparation

Ethnic Studies Pedagogy

- Ethnic Studies & English Learners