



CNCA Education Committee: 23-24 Org Priority Input

20
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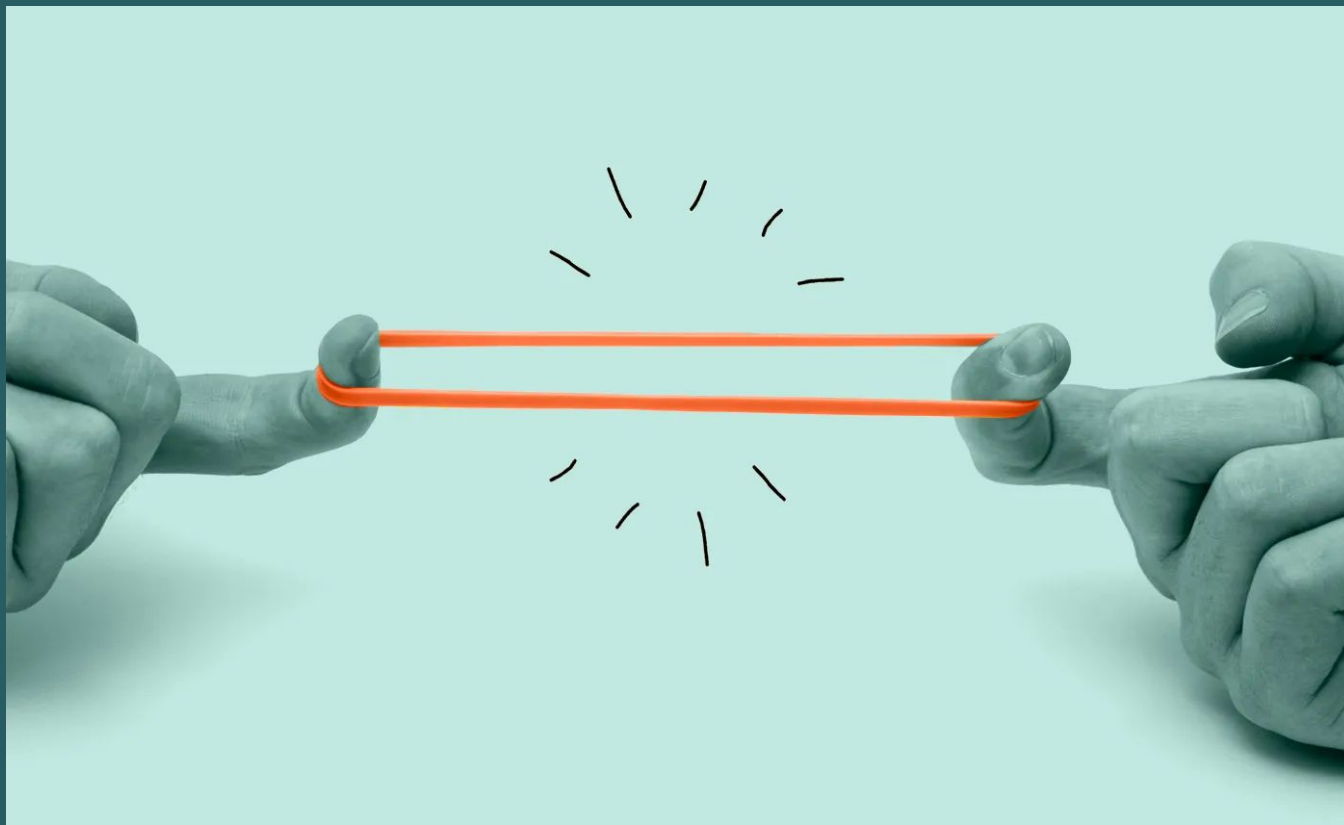
Camino
Nuevo
Charter
Academy



May 9, 2023

Organizational Leadership: Living Out Our Equity Values

**The Role of
the Central
Office in
Ensuring
Equitable
Outcomes
for
Students**



**Equity
Values in
Our Work
with Adults**

DuFour & DuFour: “The Role of the Central Office in a Professional Learning Community”

Steve Anderson (2006): 12 Keys to District Support for School Improvement

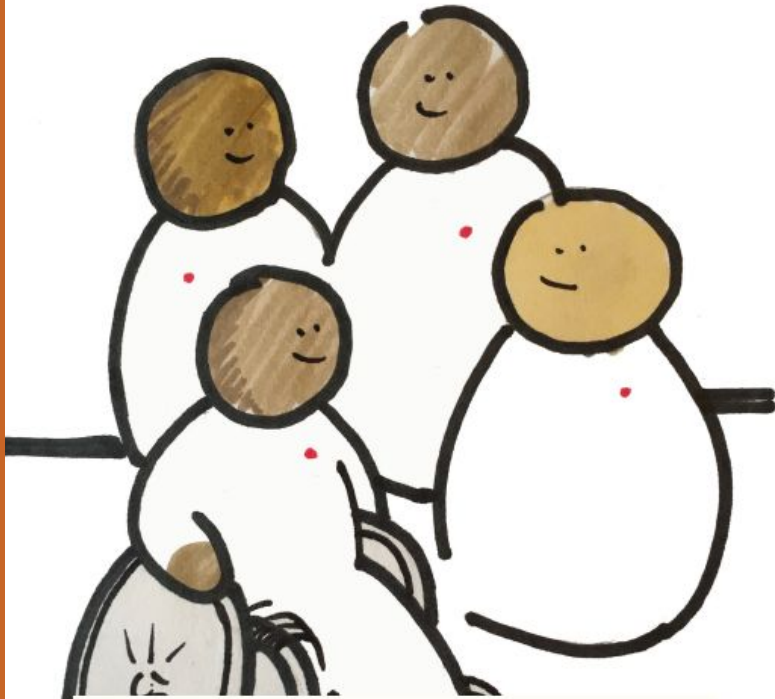
- A district-wide focus on student achievement and quality of instruction
- Adoption of and commitment to district-wide performance standards
- Development and adoption of district-wide curricula and approaches to instruction
- Multimeasure accountability systems and system-wide use of data to inform practice, hold school and district leaders accountable for results, and monitor progress

Waters and Marzano’s (2006) meta-analysis

Superintendents have a significant impact on student achievement when they:

- Identify non-negotiable goals (that is, goals all staff members must act on) in at least two areas: specific student achievement targets for each school and use of research-based instructional strategies for each classroom

**Liberatory Design
&
Antidotes to White
Supremacy Culture**



Seek Liberatory Collaboration

Recognize differences in power and identity.
Design "with" instead of "for."

Seek Liberatory Collaboration

Why?

Design work is fraught with power and identity dynamics (e.g. designer as expert, who's generally situated with advantage). To fully realize the liberatory potential of a design process, both for the people we are designing with and for the designer, it's critical to reframe the relationship as one of partnership.

How

- Actively seek diverse identities and skill sets as you build your team.
- Acknowledge and build from the strengths, stories, and skills of each other.
- Set conditions for collective learning, risk-taking, and action.
- When framing the question, "How Might We...?" ensure the "We" is diverse and inclusive.

White Supremacy Culture

From *Dismantling Racism: A Workbook for Social Change Groups*
by Kenneth Jones & Tema Okun (2001)

Sense of Urgency

- continued sense of urgency that makes it difficult to take time to be inclusive, encourage democratic and/or thoughtful decision-making, to think long-term, to consider consequences
- frequently results in sacrificing potential allies for quick or highly visible results, for example sacrificing interests of communities of color in order to win victories for white people (seen as default or norm community)
- reinforced by funding proposals which promise too much work for too little money and by funders who expect too much for too little

antidotes: realistic workplans; leadership which understands that things take longer than anyone expects; discuss and plan for what it means to set goals of inclusivity and diversity, particularly in terms of time; learn from past experience how long things take; write realistic funding proposals with realistic time frames; be clear about how you will make good decisions in an atmosphere of urgency

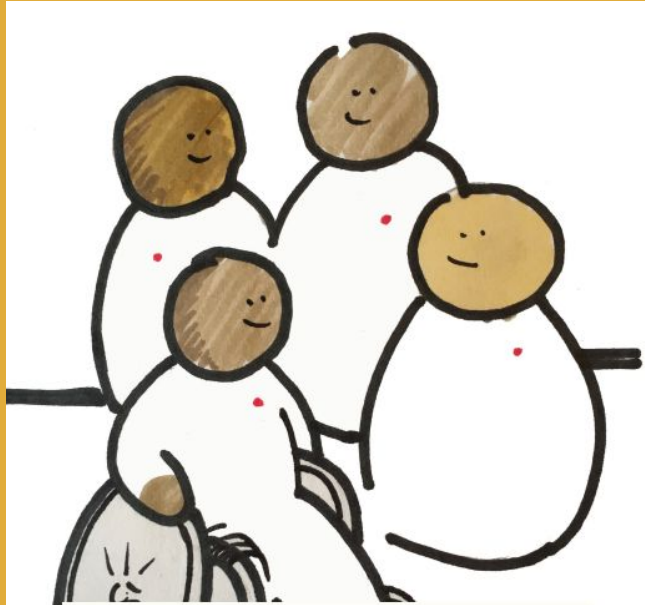
White Supremacy Culture (Cont'd)

Power Hoarding

- little, if any, value around sharing power
- power seen as limited, only so much to go around
- those with power feel threatened when anyone suggests changes in how things should be done in the organization, feel suggestions for change are a reflection on their leadership
- those with power don't see themselves as hoarding power or as feeling threatened
- those with power assume they have the best interests of the organization at heart and assume those wanting change are ill-informed (stupid), emotional, inexperienced

antidotes: include power sharing in your organization's values statement; discuss what good leadership looks like and make sure people understand that a good leader develops the power and skills of others; understand that change is inevitable and challenges to your leadership can be healthy and productive; make sure the organization is focused on the mission

The Camino Nuevo Way

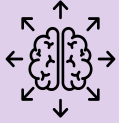


Seek Liberatory Collaboration

Recognize differences in power and identity.
Design "with" instead of "for."



APRIL



Leadership teams learn about prioritization and strategic planning

SLT drafts 23-24 CNCA Priorities & Strategic Plan based on co-creation process

MAY



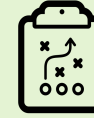
Leadership teams begin collecting input & reflection from stakeholders

Leadership teams draft 23-24 CNCA Priorities & Strategic Plan & get input

JUNE



Leadership teams share 23-24 CNCA Priorities with all stakeholders



Leadership teams & HSO create Lead measures

Leadership teams engage in open discussion about direction for 23-24



Leadership teams provide input on 23-24 CNCA Priorities & Strategic Plan



SLT finalizes 23-24 CNCA Priorities & Strategic Plan



Leadership teams finalize 23-24 CNCA Priorities & Strategic Plan

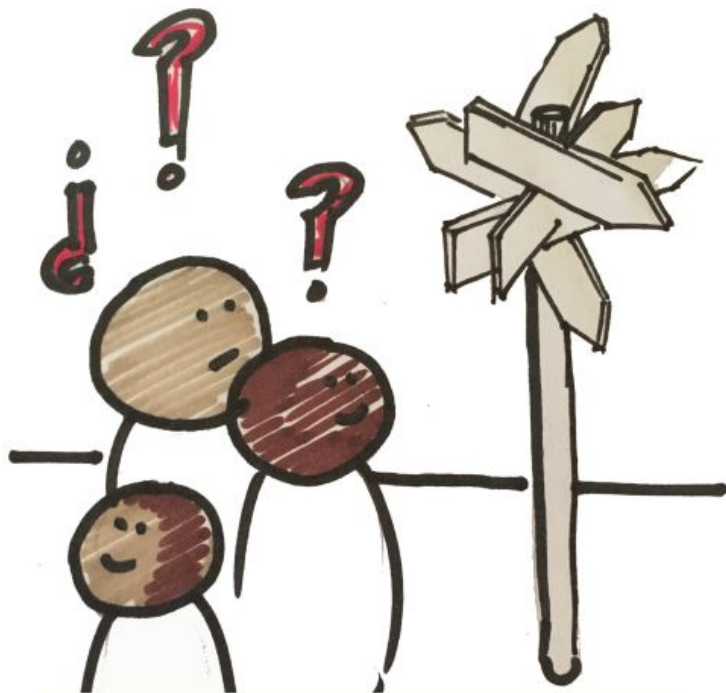


Leadership teams & HSO create metrics (WIGs & LAGs)



Leadership teams & HSO create scoreboards and cadence of accountability





Embrace Complexity

When the going gets messy, stay open to possibility. Powerful design emerges from the mess, not from avoiding it.

Embrace Complexity

Why?

Equity challenges, by their nature, are complex, and moments of ambiguity are common when using the design process.

While it can be uncomfortable not knowing what's next or not having a clear answer, jumping to a solution out of discomfort risks defaulting to comfortable or reproductive practices.

Wading through the complexity and ambiguity of this kind of work with patience will allow you to develop more innovative and equitable outcomes.

How

- Acknowledge the confusion and discomfort of the uncertainty present in your work.
- Find ways to care for the team and yourself as you wade through the uncertainty.
- Welcome diversity of discourse even when it can feel complicating.

Key Data We Reviewed

Priority Implementation

- **Intellectual Engagement Data:**
 - Schools' data ranges from 0% to 52.5% of observations with 90%+ intellectual engagement
- **Data Meeting Implementation:**
 - All teachers have experienced our aligned data meeting process, but frequency has varied from bi-weekly to quarterly

Academic Data

(Just a sample of what we reviewed)

CNCA Student Reading Proficiency (i-ready)

21-22 (MOY)

16% on or above grade level

30% one grade level behind

53% two or more grade levels behind grade level

22-23 (MOY)

18% on or above grade level

31% one grade level behind

50% two or more grade levels behind grade level

CNCA Student Reading Proficiency (i-ready) Sub-Group Comparison

Students w/ IEPs

21-22 (MOY)

4% on or above grade level
18% one grade level behind
79% two or more grade levels behind grade level

+1

+1

-3

22-23 (MOY)

5% on or above grade level
19% one grade level behind
76% two or more grade levels behind grade level

Students w/o IEPs

21-22 (MOY)

19% on or above grade level
33% one grade level behind
49% two or more grade levels behind grade level

+2

+0

-3

22-23 (MOY)

21% on or above grade level
33% one grade level behind
46% two or more grade levels behind grade level

CNCA Student Reading Proficiency (i-ready) Sub-Group Comparison

English Learners

21-22 (MOY)

5% on or above grade level
27% one grade level behind
67% two or more grade levels behind grade level

+2

+3

-4

22-23 (MOY)

7% on or above grade level
30% one grade level behind
63% two or more grade levels behind grade level

Not English Learners

21-22 (MOY)

25% on or above grade level
33% one grade level behind
43% two or more grade levels behind grade level

+2

+0

-3

22-23 (MOY)

27% on or above grade level
33% one grade level behind
40% two or more grade levels behind grade level

CNCA Student Math Proficiency (i-ready)

21-22 (MOY)

13% on or above grade level

40% one grade level behind

47% two or more grade levels behind grade level

22-23 (MOY)

14% on or above grade level

43% one grade level behind

42% two or more grade levels behind grade level

CNCA Student Math Proficiency (i-ready)

Sub-Group Comparison

Students w/ IEPs

21-22 (MOY)

5% on or above grade level
25% one grade level behind
71% two or more grade levels behind grade level

+1

+1

-4

22-23 (MOY)

6% on or above grade level
26% one grade level behind
67% two or more grade levels behind grade level

Students w/o IEPs

21-22 (MOY)

15% on or above grade level
44% one grade level behind
42% two or more grade levels behind grade level

+1

+0

-3

22-23 (MOY)

16% on or above grade level
44% one grade level behind
39% two or more grade levels behind grade level

CNCA Student Math Proficiency (i-ready)

Sub-Group Comparison

English Learners

21-22 (MOY)

6% on or above grade level
42% one grade level behind
52% two or more grade levels behind grade level

+2

+8

-10

22-23 (MOY)

8% on or above grade level
50% one grade level behind
42% two or more grade levels behind grade level

Not English Learners

21-22 (MOY)

18% on or above grade level
39% one grade level behind
42% two or more grade levels behind grade level

+2

-1

+0

22-23 (MOY)

20% on or above grade level
38% one grade level behind
42% two or more grade levels behind grade level

Attendance Data

AVERAGE of ADA							
Num. Month	BUR	CAS	CIS	DAL	EIS	KAY	Grand Total
01-Aug	93.68%	90.56%	90.46%	92.60%	91.96%	89.23%	91.41%
02-Sep	93.93%	90.38%	90.91%	92.88%	91.48%	88.61%	91.36%
03-Oct	93.69%	88.87%	89.99%	92.93%	91.92%	87.42%	90.80%
04-Nov	89.72%	84.54%	85.19%	90.03%	87.81%	84.70%	87.00%
05-Dec	92.42%	86.87%	85.06%	89.88%	89.92%	85.05%	88.20%
06-Jan	92.57%	87.13%	88.05%	91.02%	89.97%	87.16%	89.32%
07-Feb	93.14%	87.31%	87.71%	90.47%	89.68%	86.69%	89.17%
08-Mar	91.98%	87.23%	87.27%	90.46%	90.58%	86.55%	89.01%
09-Apr	93.66%	87.85%	90.63%	91.38%	91.40%	89.15%	90.68%
Grand Total	92.71%	87.98%	88.31%	91.35%	90.50%	87.10%	89.66%

Stakeholder Perception Data

(Sample of Entire Panorama Survey Data Reviewed in March)

CNCA Families

- 49% of **teachers** frequently communicate with families through **ParentSquare**
- 17% of **teachers** frequently engage with families **in-person**
- 68% of **families** feel that CNCA is effectively preparing students for college
- 95% of **families** feel welcome at their schools
- 92% of **families** are satisfied with communication from their school

CNCA Teacher Development

- 50% of teachers (+12% from last year) feel PD opportunities at schools are valuable
- 61% of teacher (+15% from last year) say they learn from the leaders at their schools
- 56% (-7% from last year) are optimistic that their school will improve in the future
- 61% (+7% from last year) feel that their school's working environment is positive
- 60% of teachers feel knowledgeable about how to best serve multilingual learners.
- 75% of teachers feel that they have effectively developed their understanding of their own sociopolitical identity and its impact on their teaching practice

CNCA Student Experience

- **32%** of students in grades 6-12 feel connected to the adults at their school
- **59%** of students in grades 3-5 feel that adults at the school understand them as a person
- **48%** of students believe it is not difficult to get support if they are being bullied
- **77%** of students believe their school help them speak out about racism
- **46%** of students in grades 3-5 feel excited to participate in class
- **22%** of students in grades 6-8 feel excited to participate in class

CNCA Adult Culture

- 44% of **teachers** would recommend their school to a friend or colleague
- 48% of **teachers** would rate CNCA as a good place to work
- 56% of **teachers** are optimistic that their school will improve in the future
- 58% of **staff** would recommend their school to a friend or colleague
- 65% of **staff** would rate CNCA as a good place to work
- 50% of **school leaders** would recommend their school to a friend or colleague
- 69% of **school leaders** would rate CNCA as a good place to work
- 60% of **school leaders** are optimistic that their school will improve in the future

Discussion Trends

Senior leaders identified these trends:

- **Clarity with engagement → less clarity with intellectual engagement**
- **Seeking to continue intellectual engagement as a priority**
- **Disconnect with ops and how they connected to IE priority (and/or academics in general)**
- **Initiative fatigue – excited but exhausted (org-wide + school)**
- **Perception is that culture goals are separate from IE goals**
- **Strong desire to prioritize culture**
- **Disconnect between new staff and those here all year**
- **Liked focus on data in general**
- **Want to acknowledge & support the individual (staff), need to be more clear as to what priorities look like for different staff members (roles)**
- **Desire for different communication about priorities (could be school leaders to staff)**
- **Positive connotations with alignment across schools & HSO**
- **Praise for presence from HSO**
- **APSS role is large and challenging**



Our 5 Year (Draft) Vision

Know Each Other

At Camino Nuevo, we intentionally create communities of belonging. We carve out time to better know ourselves, engaging in reflection and inquiry about our own personal stories, as well as our sociopolitical, racial, and ethnic identities, in order to more fully be our authentic selves at work. This knowledge of and respect for self fosters an openness toward one another. We similarly prioritize time for connection, listening to, and learning from our colleagues, students, and the families in our schools. We do this because we know that together we are greater than the sum of our parts, that our collective efficacy is our superpower, and that our superpower cannot be harnessed until we know and honor each other. We view knowledge of our students and families as both a privilege and a prerequisite, for we cannot serve them unless we know all that they bring: their personal stories, identities, and funds of knowledge. We intentionally create relationships and systems to collect multiple forms of data -- both academic and non-academic, both self-reported and observed -- in order to more fully understand each individual student in our schools.

Know Your Content

At Camino Nuevo, we believe that our students and families deserve an educational system made up of experts. Our organization is one that works with all employees to intentionally cultivate expertise in their field. We achieve this through holding sacred professional development spaces where we deepen our knowledge of the content we are each here to drive (pedagogy, standards, curriculum, operational best practices, customer service, special education services, etc.). This knowledge building is done through both traditional learning from other experts, as well as through collaboration with one another. This knowledge is all in service of disrupting the status quo in a way that has never before been done in this community. Therefore we understand that sometimes we will learn from external sources, and oftentimes we will co-create the knowledge that best serves our students and families. This is collective efficacy realized: We trust in the knowledge we have created together because we know each other, trust each other, and trust the expertise that each individual holds.

Hone Your Craft

Because we have spent significant time getting to know each other and the stakeholders we serve, as well as building deep expertise in our content, we are powerful owners of our craft. We know what excellence looks like and we create equitable pathways to ensure that all students get there. We apply the myriad forms of data we have collected to adapt curriculum, policies, and procedures in order to serve all students. This requires us to each take a stance of continuous improvement, for the pathway to excellence for a given student in a given year will look different for a different student and in a different year. In order to sustain ongoing reflection, intellectual preparation, and adaptation, we prioritize our individual and collective wellbeing. We tend to our physical, mental, and emotional health in order to create a thriving, growing community.

2023-2024 Priorities

Know Each Other (23-24)

At Camino Nuevo, we **intentionally create communities** of belonging. We carve out time to better know ourselves, engaging in reflection and inquiry about our own personal stories, as well as our sociopolitical, racial, and ethnic identities, in order to more fully be our authentic selves at work. This knowledge of and respect for self fosters an openness toward one another. We similarly prioritize **time for connection**, listening to, and learning from our colleagues, students, and the families in our schools. We do this because we know that together we are greater than the sum of our parts, that our collective efficacy is our superpower, and that our superpower cannot be harnessed until **we know and honor each other**. We view knowledge of our students and families as both a privilege and a prerequisite, for we cannot serve them unless we know all that they bring: their personal stories, identities, and funds of knowledge. We **intentionally create relationships and systems to collect multiple forms of data** -- both academic and non-academic, both self-reported and observed -- in order to more fully understand each individual student in our schools.



Bridging toward Belonging



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Bridging Toward Belonging

We intentionally create connection & build knowledge of one another, our students, & the families we serve.

Sample actions:

- Build knowledge of each other (getting to know our colleagues, understanding students' stories and data profiles – especially ELs and SWDs, connecting with families)
- Deepen our connection through difficult conversations
- Practice perspective taking
- Knowing each other's wellness needs: lowering the temperature as needed
- Re-energizing the team by connecting to each other, connecting to our "why"

Know Your Content (23-24)

At Camino Nuevo, we believe that our students and families deserve an educational system made up of experts. Our organization is one that works with all employees to **intentionally cultivate expertise** in their field. We achieve this through holding sacred professional development spaces where we deepen our **knowledge of the content we are each here to drive** (pedagogy, standards, curriculum, operational best practices, customer service, special education services, etc.). This knowledge building is done through both traditional learning from other experts, as well as through collaboration with one another. This knowledge is all in service of disrupting the status quo in a way that has never before been done in this community. Therefore we understand that sometimes we will learn from external sources, and oftentimes we will co-create the knowledge that best serves our students and families. This is collective efficacy realized: We trust in the knowledge we have created together because we know each other, trust each other, and trust the expertise that each individual holds.



Intellectual Engagement

Intellectual Engagement

We build expertise in what excellence looks like in the classroom and in all supporting departments.

Sample actions:

- Define intellectual engagement, including engagement at the level of the standard
- Standards learning
- Curriculum training (especially for 1-3 year teachers)
- Alignment around Standard Operating Procedures

Hone Your Craft (23-24)

Because we have spent significant time getting to know each other and the stakeholders we serve, as well as building deep expertise in our content, we are powerful owners of our craft. We know what excellence looks like and **we create equitable pathways to ensure that all students get there**. We apply the myriad forms of data we have collected to adapt curriculum, policies, and procedures in order to serve all students. This requires us to each take a stance of continuous improvement, for the pathway to excellence for a given student in a given year will look different for a different student and in a different year. In order to sustain ongoing reflection, intellectual preparation, and adaptation, we prioritize our individual and collective wellbeing. We tend to our physical, mental, and emotional health in order to create a thriving, growing community.



Data-Driven Decision Making

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We engage in data meetings in order to create equitable pathways to excellence for the stakeholders we serve.

Sample Actions:

- Aligned data meeting protocols & cadence
- Explicit adaptation of the protocol to call out subgroups & adjust to meet their needs

23-24

August	September	October	November	December	January	February	March	April	May	June
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8 Week Vision

Engagement Calibration Walkthroughs

Consistent checks and communication on progress toward 8WV goals

Intellectual Engagement

Intellectual Preparation Process & Time

Standards Learning

Data Driven Decision Making

Q1 Data Analysis & Corrective Action Plan Q2 Data Analysis & Corrective Action Plan

Bi-Weekly Data Meetings: Adjust practice to create equitable pathways

Bridging toward Belonging

Create Connection, Build Knowledge of Each Other

Practice Perspective Taking

Difficult Conversations

Knowing Each Other's Wellness Needs: Lowering the temperature as needed

Re-Energizing: Connecting to Each Other, Connecting to Our Why

Liberatory collaboration in strategic planning for 24-25

Questions for Input

- 1) In what ways do the priorities align to the data you're seeing today and have seen throughout the year?
- 2) In what ways are they misaligned?
- 3) How does our approach align with your understanding of effective change management across an organization?
- 4) In what ways might our change management be more effective?
- 5) What's missing from our priorities and what are the implications of that?