



2024 - 2025 CNCA 8 Week Vision



Camino
Nuevo
Charter
Academy





What is the CNCA 8 Week Vision?



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We Get To Know Our Students.

As educators we are community leaders. We prioritize building genuine, trusting relationships with students & families and we deeply understand that identity, race, & language are inherent disrupting the status quo. We courageously talk about these issues with respect, curiosity and candor.

- We **connect** with all students and families individually.
- We plan to **inspire & motivate** students.
- We bring **joy** into our classroom.
- We critically reflect on our positionality & identity while **seeking to listen to our students'** stories.

We Intentionally Create Cultures of Inclusion & Connection

As teacher we create the weather in our classrooms and thus we take ownership for how students show up inside and outside of the classroom.

- We articulate a **clear vision for our classroom** and communicate that vision regularly with our students and families. When our classroom does not meet that vision, we address it directly and re-align.
- We **address anti-black, hateful, or disrespectful language** directly
- We consistently use **trauma-informed approaches and language**
- We are proactive in creating culture by doing **regular bridging activities, community circles, and relationship building activities**

We Set Clear, High & Consistent Expectations

We set ourselves up to be blown away by students because we have built a routine of raising our student expectations from high to higher. We know that students will rise to the expectations that we set.

- We embrace a persona of “warm demander” as we exude **love through high expectations**
- We demonstrate to students that we are their champions and **will not give up on them.**
- We “**sweat the small stuff**” as we know that a culture of learning and care is the sum of many small mindsets and habits

We Create & Maintain Clear Systems & Routines

School systems can be difficult and stressful for many students. Yet, we know that young people thrive in consistent and predictable environments. As educators, we have a responsibility to create clear, consistent systems and routines that allow students and teachers to spend their energy on: student learning and fostering transformational relationships.

- We align around **school-wide systems** that create predictability for students
- We create **clear and consistent system and routines** in our own classrooms

We design our classrooms from the margins.

Design From the Margins (DFM) is a design process that calls for centering the most impacted and vulnerable individuals in our society. Ultimately a design for the most impacted is a design beneficial for all. The classroom is a microcosm of our larger societal structures and is no different. We require a constant focus and lens on those most vulnerable and impacted:

- We genuinely believe that **all students are our students** and our actions align to that belief
- We design **classroom structures & routines to be deeply inclusive** - in a way that sets our students with IEPs and language learners up for success

Staff Collective Efficacy

We understand that the single greatest factor to creating an excellent support with our students and families is our ability to develop a collective of educators who support and push each other to be the best possible team we can be.

- **We take responsibility** for our schools' successes and failures
- We establish norms of **openness, collaboration and cooperation.**
- **We seek feedback** from all members of our team.
- We are **eager to grapple with data** as we know it provides us insight into our students' progress

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We Design
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8 Week Vision, 2024-25

Teacher
Engagement
Strategies

School Wide
Systems

Class
Bridging
Activities

School
Culture
Calendar

Learning
Objectives &
Success
Criteria

School-Wide
Student
Expectations

School Wide
Classroom
Routines

Proactive
Family
Communication

Social
Emotional
Lessons

Co-Teaching
Structures

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Actions

- ★ **8 Week Vision Strategies:** Teachers continue to practice, reflect on, and refine 8 Week Vision strategies
 - What to Do
 - Strong Voice
 - 100%
 - Precise Praise
 - Positive Redirections
- ★ **Students 1:1s:** Teachers ensure all students have had at least one opportunity to connect individually with their teacher
- ★ **Family Communication:** Teachers ensure to proactively connect with at least 1 guardian of each student in their class
- ★ **Seamless Classroom Routines & Procedures:** Teacher communicate, practice, and consistently reinforce the vision for all routines & procedures in their classrooms
- ★ **Learning Intentions & Success Criteria:** Teacher plan for and share learning intentions and success criteria daily
- ★ **Intellectual Preparation and Daily Preparedness:** Teachers deeply prepare for their units and lessons

Mindsets

- ★ We are all owners of the school.
- ★ All students are our students
- ★ We have a plan and we stick to it...and then we adjust if necessary.
- ★ Students will rise to the expectations we set.
- ★ We “sweat the small stuff” as we know that strong culture is the sum of many small mindsets and habits
- ★ We embrace a persona of “warm demander” as we exude love through high expectations
- ★ We model the behavior, language, mindsets, and habits that we expect from all students
- ★ We acknowledge that facing conflict and engaging in courageous conversations is a foundation to an excellent team, therefore we expect it, practice it, and do not take it personally



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24-25
Teacher
Strategy

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Actions

- ★ **School Leader Calendar Reflects School Priorities and Needs:** Leaders consistently create a thoughtful and strategic calendar for the following week aiming to maximize high-leverage balcony activities (coaching, walkthroughs, team meetings, salt shaker communication, difficult conversations, etc.). Each leader aims to spend 40% of their time each week on high-leverage balcony activities.
- ★ **Effective Teacher Development:** Leaders backwards map teacher PD and PLCs and ensure consistent and effective observations and coaching. Leaders direct their resources, time and attention in a way that drives toward their 8 Week Vision.
- ★ **Laser-Focus on School-Wide Systems:** All leaders approach an “all hands on deck” mentality when rolling out school-wide systems. We are constantly out of our offices observing, providing feedback, and adjusting as necessary.
- ★ **Aligning Adult Culture:** We address mindset or culture misalignments immediately and face-to-face
- ★ **Clear, Frequent Communication:** The school’s center is crystal clear through regular communication about vision and progress
- ★ **Student Culture Calendar:** We design a calendar with events and activities that teach the values of the school while having students engage with the values, question them, reflect on how they live the values, and build a sense of school connectedness.

Mindsets

- ★ We will be one of the highest quality school networks in all of Los Angeles
- ★ We collectively own the development of our teams
- ★ Every school function has a codified system, a plan for practice, and an owner to monitor progress and provide feedback
- ★ The visions for school-wide expectations and systems must be not only be clearly and consistently communicated by all leaders, but they must be observed and maintained through walkthroughs, feedback, and resets
- ★ All leaders are responsible for school culture and thus we all address comments, behavior, etc. that do not align with our culture.
- ★ As leaders, we are masters of crucial conversations
- ★ The effectiveness of our systems, facilities, and operations is a reflection of the effectiveness of our school and our leadership
- ★ School improvement requires us to manage our energy, time, and attention with critical precision.



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24-25
Leader
Strategy



What should be true by
the end of the 8 Weeks?



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We Set Clear, High & Consistent Expectations

90% of classrooms regularly demonstrate 90%+ engagement

≥75% of teachers demonstrate mastery of teacher engagement strategies

We Create and Maintain Clear Systems & Routines

80% of classrooms have met school-wide expectations for Group 1 Routines & Procedures

School-wide transitions (arrival, hallways, dismissal) are consistently organized, efficient, and joyous

School ADA is ≥ 94% in the first 8 weeks

We Design our Classrooms from the Margins

All teachers have written and shared Learning Objectives with students for each lesson

All teachers have written and shared Success Criteria with students for each lesson

All concentrated co-teaching classes have met at least four times with their co-teacher

We Intentionally Create Cultures of Inclusion & Connection

All teachers have a regular cadence of circle, advisory, or SEL space to cultivate students' social-emotional development

All teachers have set classroom expectations and norms, communicating with students how we address exclusionary language

We Get To Know Our Students.

All teachers have communicated individually with at least one guardian of 100% of the students in their homeroom

All elementary teachers have had individual touchpoints with 100% of students



Camino Nuevo Charter Academy

By October 4 2024...

2024 First 8 Weeks

2025



What have we been
doing to get there?



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2024 CNCA School-Wide 8 Week Vision Rubric

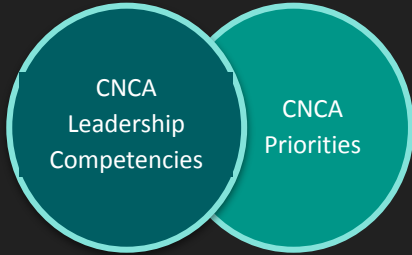
	1 Vision Ineffectively Communicated, Internalized and Executed	2 Vision Partly Communicated and Rarely Internalized and Executed	3 Vision Communicated but Partly Internalized and Executed	4 Vision Communicated, Internalized, and Executed
<p>We Get To Know Our Students</p> <p>As educators we are community leaders. We prioritize building genuine, trusting relationships with students & families and we deeply understand that identity, race, & language are inherently disrupting the status quo. We courageously talk about these issues with respect, curiosity and candor.</p>	<ul style="list-style-type: none"> ★ Very few teachers (<25%) have internalized and continue to reference student academic strengths and areas of need. Teachers have not had the opportunity to look at student academic data or only did so briefly ★ Very few teachers (<25%) have had time to plan for student 1:1s, classroom relationship-building, and opportunities to incorporate joy, and most teachers are not reflecting on progress and knowledge other students each week in PLC ★ Families in a very few classes (<25%) have had multiple opportunities to meet their child's teacher (open house, orientation, welcome letter, welcome video, in-person intro, phone call intro, etc.) ★ Very few teachers (<25%) reach out to each student's family individually in a proactive and direct manner during the first 8 weeks (i.e. phone calls, in-person meetings, home visits, etc.) Most teachers rely more on passive, indirect communication (Rely solely on ParentSquare, quick communication during dismissal, etc.) ★ Very few teachers (<25%) have collaborated with leaders to proactively meet (success meeting, SST, etc.) with students who previously struggled with attendance, behavior, or engagement within weeks 0-3. 	<ul style="list-style-type: none"> ★ Few teachers (26%-49%) have internalized and continue to reference student academic strengths and areas of need. Teachers may have analyzed academic data but there is limited evidence of this knowledge in teacher decisions and reflections ★ Some teachers (50-79%) have had time to plan for student 1:1s, classroom relationship-building, and opportunities to incorporate joy, but only a few reflect on progress and knowledge of students each week in PLC ★ Families in a few classes (26-49%) have had multiple opportunities to meet their child's teacher (open house, orientation, welcome letter, welcome video, in-person intro, phone call intro, etc.) ★ Few teachers (26-49%) reach out to each student's family individually in a proactive and direct manner during the first 8 weeks (i.e. phone calls, in-person meetings, home visits, etc.) The rest rely more on passive, indirect communication (Rely solely on ParentSquare, quick communication during dismissal, etc.) ★ Few teachers (26-49%) have collaborated with leaders to proactively meet (success meeting, SST, etc.) with students who previously struggled with attendance, behavior, or engagement within weeks 0-3. 	<ul style="list-style-type: none"> ★ Some teachers (50-79%) have internalized and continue to reference student academic strengths and areas of need. Teachers may have analyzed academic data but there is not widespread evidence of this knowledge in teacher decisions and reflections ★ Most teachers (80-100%) have had time to plan for student 1:1s, classroom relationship-building, and opportunities to incorporate joy, but they may not reflect on progress and knowledge of students each week in PLC ★ Families in some classes (50-79%) have had multiple opportunities to meet their child's teacher (open house, orientation, welcome letter, welcome video, in-person intro, phone call intro, etc.) ★ Some teachers (50-79%) reach out to each student's family individually in a proactive and direct manner during the first 8 weeks (i.e. phone calls, in-person meetings, home visits, etc.) The rest rely more on passive, indirect communication (i.e. only ParentSquare, quick communication during dismissal, etc.) ★ Some teachers (50-79%) have collaborated with leaders to proactively meet (success meeting, SST, etc.) with students who previously struggled with attendance, behavior, or engagement within weeks 0-3. 	<ul style="list-style-type: none"> ★ Most teachers (80-100%) have internalized and continue to reference student academic strengths and areas of need. There is clear evidence of this knowledge in teacher decisions and reflections. ★ Most teachers (80-100%) have had time to plan for student 1:1s, classroom relationship-building, and opportunities to incorporate joy. They reflect on progress and knowledge of students each week in PLC ★ Families in most classes (80-100%) have had multiple opportunities to meet their child's teacher (open house, orientation, welcome letter, welcome video, in-person intro, phone call intro, etc.) ★ Most teachers (80-100%) reach out to each student's family individually in a proactive and direct manner during the first 8 weeks (i.e. phone calls, in-person meetings, home visits, etc.) ★ Most teachers (80-100%) have collaborated with leaders to proactively meet (success meeting, SST, etc.) with students who previously struggled with attendance, behavior, or engagement within weeks 0-3.
<p>We Intentionally Create Cultures of Inclusion & Connection</p> <p>As teachers we create the weather in our classrooms and thus we take ownership for how students show up inside and outside of the classroom.</p>	<ul style="list-style-type: none"> ★ Leaders do not have a school-wide culture calendar. They may plan school-wide events and activities but not in any systematic way aligned to school values ★ Very few teachers (<25%) have had time to plan for classroom expectations/norms lessons, communicate with students how we address exclusionary behaviors as a school, and socio-emotional lessons. Very few teachers (<25%) review these expectations/lessons daily for the first 3 weeks and address students immediately when these expectations are not met ★ Very few staff (<25%) have aligned to approach to addressing exclusionary practices and few remind students of these expectations and address students immediately when these expectations are 	<ul style="list-style-type: none"> ★ Leaders have started to design a school-wide culture calendar and do not review weekly or implementation of events is inconsistent or not consistently aligned to school's values ★ Few teachers (26-49%) have had time to plan for classroom expectations/norms lessons, communicate with students how we address exclusionary behaviors as a school, and socio-emotional lessons. Few teachers (26-49%) review these expectations/lessons daily for the first 3 weeks and address students immediately when these expectations are not met ★ Few staff (26-49%) have aligned to approach to addressing exclusionary practices and few remind students of these expectations and address students immediately when these 	<ul style="list-style-type: none"> ★ Leaders have designed a school-wide culture calendar but may not review weekly or implementation of events is inconsistent or not consistently aligned to school's values ★ Some teachers (50-79%) have had time to plan for classroom expectations and norms lessons, communicating with students who we address exclusionary language and behaviors as a school, and socio-emotional lessons. Some teachers (50-79%) review these expectations and engage in these lessons daily for the first 3 weeks and address students immediately when these expectations are not met ★ Some staff (50-79%) have aligned and practiced our school-wide approach to addressing exclusionary practices and regularly remind students of these expectations and address students immediately when these 	<ul style="list-style-type: none"> ★ Leaders have designed a school-wide culture calendar that they review weekly to ensure relevant & dynamic school-wide events & rewards aligned to school's value ★ Most teachers (80-100%) have had time to plan for classroom expectations and norms lessons, communicating with students who we address exclusionary language and behaviors as a school, and socio-emotional lessons. Most teachers (80-100%) review these expectations and engage in these lessons daily for the first 3 weeks and address students immediately when these expectations are not met ★ Most staff (80-100%) have aligned and practiced our school-wide approach to addressing exclusionary practices and regularly remind students of these expectations and address students immediately when these

**Learning Leaders
Schools**
Excellent CNCA schools require ongoing development of *how we lead people and communities.*

- Leadership learning applicable to all areas of school leadership

**Principal
PLC**
Excellent CNCA schools *visionary and responsive* Principal leadership.

- Collaboration for bringing learning to school-site structures



**Learning Leaders
Role Team**
Excellent CNCA schools require a honing of our expertise and role-specific knowledge.

- Learning through role lens
- Responsive to specific role

**Learning Leaders
Lab**
Excellent CNCA schools require an "all-hands on deck" mindset with *opportunities to learn in practice.*

- Application of leadership learning in the day-to-day



Program	Why?	What?	Leadership Competencies	Who?
Learning Leaders Collective	Excellent CNCA schools require an aligned, connected organization of schools.	We focus on alignment connection and collective efficacy of our HSO ↔ School-Site Teams.	Visionary Leadership Adaptive Leadership	All School-Site Leaders All HSO Leaders
Learning Leaders Schools (Adaptive)	Excellent CNCA schools require ongoing development of how we lead people and communities.	We align around common leadership practices that support us in leading, aligning, and motivating people and communities.	Visionary Leadership Adaptive Leadership Systems Leadership	All School-Site Leaders
Learning Leaders Schools (Technical)	Excellent CNCA schools require ongoing attention to detail, compliance, and oversight.	We receive important compliance information that allows for sound oversight and timely follow-through in our schools.	Systems Leadership Strategic Prioritization	All School-Site Leaders
Learning Leaders Role Team	Excellent CNCA schools require a honing of our expertise and role-specific knowledge.	We zoom in to the specific knowledge, skills, and preparation most relevant to our specific leadership roles.	Instructional Leadership Systems Leadership Cultural Leadership Strategic Prioritization	All School-Site Leaders by role
Learning Leaders Lab	Excellent CNCA schools require an “all-hands on deck” mindset with opportunities to learn in practice.	We shoulder-up alongside HSO teammates to apply our leadership learning in our day-to-day practice.	Instructional Leadership Systems Leadership Cultural Leadership	Depends on topic
Principal PLC	Excellent CNCA schools visionary and responsive Principal leadership.	We collaborate alongside other Principals to ensure effective and coherent leadership systems and supports at the school-site level.	Visionary Leadership Adaptive Leadership Talent Leadership Strategic Prioritization	Principals

Program	Sessions Held	Focus	Leadership Competencies
Learning Leaders Schools (Adaptive)	2	<ul style="list-style-type: none"> ● Oversight & Accountability Toward Vision ● Courageous Conversations ● 8 Week Vision Progress Monitoring & Reflection 	Visionary Leadership Adaptive Leadership Systems Leadership
Learning Leaders Role Team	2	<ul style="list-style-type: none"> ● School-Wide Systems Refinement ● Learning Objectives & Success Criteria ● School Culture Systems & Initiatives 	Instructional Leadership Systems Leadership Cultural Leadership Strategic Prioritization
Learning Leaders Lab	2	<ul style="list-style-type: none"> ● 8 Week Vision Progress Monitoring & Reflection 	Instructional Leadership Systems Leadership Cultural Leadership
Principal PLC	3	<ul style="list-style-type: none"> ● Leadership Team Management and Capacity Building 	Visionary Leadership Adaptive Leadership Talent Leadership Strategic Prioritization



What is our current progress?



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8 Week Vision Data: Day 32

School	Student Engagement & Teacher Support			LOSC	
	Average Engagement	Average # Observations per Teacher	Percentage of <u>Teachers</u> with at Least 1 Observation	% Evident Learning Objectives	% Evident Success Criteria
DAL	86%	5.1	100%	56%	51%
EIS	88%	3.5	79%	75%	63%
BUR	87%	3.3	97%	51%	35%
CIS	86%	2.9	100%	81%	57%
CAS	78%	2.3	82%	65%	48%
KAY	81%	1.9	92%	56%	33%

We Set Clear,
High &
Consistent
Expectations



90% of classrooms regularly
demonstrate 90%+ engagement



≥75% of teachers demonstrate
mastery of teacher engagement
strategies

Student Engagement & Teacher Support Snapshot as of 9/19

% of Classrooms with >90%
engagement

% of Classrooms with >85%
engagement

% of Classrooms with >80%
engagement

CNCA

50%

59%

68%