

This document was provided, as is, to the California Department of Education (CDE) by **The New School of San Francisco** for the Annual Academic Report (Information Memorandum) to the State Board of Education. This document is posted to the CDE website to meet the legal requirements of California *Education Code* Section 33009.5. Minor formatting changes may have occurred during document remediation.

For more information regarding the content of this material, please contact the Charter Schools Division by phone at 916-322-6029 or by e-mail at [charters@cde.ca.gov](mailto:charters@cde.ca.gov).

# The New School of San Francisco – Academic Memorandum Response

## General Information

**School Address:** 940 Filbert Street, San Francisco, CA,

**Website Address:** [www.newschoolsf.org](http://www.newschoolsf.org)

**County-District-School Code:** 38 76927 0132183

**Charter Number:** 1742

**Charter Term:** July 1, 2020, through June 30, 2027

**School Description:** The New School of San Francisco (NSSF) is a tuition-free public school designed in partnership with local educators, parents, and community leaders. Inquiry, equity, and personalized learning are at the heart of how their students learn, grow, and thrive. They are a Kindergarten through grade twelve school currently serving Kindergarten through grade seven.

**Grade Levels Served:** Kindergarten through Grade Seven

**2021–22 Enrollment:** 391

**Site Based or Non-Site Based:** Site Based

## California Assessment of Student Performance and Progress (CAASPP) Test Results

The following data represents percentages of students that met or exceeded standards for English Language Arts (ELA) and mathematics (Math). This information was obtained from the CAASPP Test Results for California's Assessments web page at <https://caaspp-elpac.ets.org/caaspp/>.

NSSF opened in 2020 under the State Board of Education's Authorization. As such, no data is provided for 2016-17 through 2019-20.

**Results for All Grades and Students**

| Year               | 2016–17 | 2017–18                                | 2018–19                                | 2019–20 <sup>1</sup> | 2020–21 <sup>2</sup>        | 2021–22 |
|--------------------|---------|--|--|----------------------|-----------------------------|---------|
| <b>School ELA</b>  | No Data | Not Under SBE Authorization/<br>73.17% | Not Under SBE Authorization/<br>80.43% | No Data              | 10 or fewer students tested | 73.09%  |
| <b>School Math</b> | No Data | Not Under SBE Authorization/<br>58.53% | Not Under SBE Authorization/<br>70.65% | No Data              | 10 or fewer students tested | 52.80%  |
| <b>State ELA</b>   | 48.56%  | 49.88%                                 | 51.10%                                 | No Data              | 49.01%                      | 47.06%  |
| <b>State Math</b>  | 37.56%  | 38.65%                                 | 39.73%                                 | No Data              | 33.76%                      | 33.38%  |

**Results for Student Sub-Groups 2021–22**

| Student Sub-Group  | English Learners | Foster Youth                | Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|--------------------|------------------|-----------------------------|----------|---------------------------------|----------------------------|
| <b>School ELA</b>  | 36.67%           | 10 or fewer students tested | No Data  | 48.68%                          | 34.28%                     |
| <b>School Math</b> | 6.46%            | 10 or fewer students tested | No Data  | 15.58%                          | 22.77%                     |
| <b>State ELA</b>   | 12.47%           | 20.64%                      | 27.79%   | 35.24%                          | 15.61%                     |
| <b>State Math</b>  | 9.71%            | 10.30%                      | 15.90%   | 21.23%                          | 11.41%                     |

**2022 California School Dashboard Data Overview**

Due to the COVID-19 pandemic, state law allows the 2022 California School Dashboard (Dashboard) to only display the most current year of data (also known as Status). For

<sup>1</sup> Results are not available due to the suspension of testing as a result of the novel coronavirus (COVID-19) pandemic.

<sup>2</sup> Due to factors surrounding the COVID-19 pandemic, testing participation in 2020–21 varied. Care should be used when interpreting results.

this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Additional information regarding 2022 Dashboard data is available on the Dashboard Communication Toolkit web page at <https://www.cde.ca.gov/ta/ac/cm/dashboardtoolkit.asp>. The following information was obtained from the Dashboard website at <https://www.caschooldashboard.org/>.

**Performance (Status) Levels**

| Dashboard Indicator      | School Performance (Status) Level | State Performance (Status) Level |
|--------------------------|-----------------------------------|----------------------------------|
| Chronic Absenteeism      | High                              | Very High                        |
| Suspension Rate          | Low                               | Medium                           |
| English Learner Progress | Low                               | Medium                           |
| Graduation Rate          | Not Reported                      | Medium                           |
| College/Career           | Not Reported                      | Not Reported                     |
| ELA                      | High                              | Low                              |
| Math                     | Medium                            | Low                              |

**Areas of Greatest Progress and Need**

Based on the charter school’s internal spring and fall 2022 assessments, and the 2022 California School Dashboard (Dashboard), identify the school’s areas of greatest progress and greatest need.

**1. What internal assessments (not California Assessment of Student Performance and Progress [CAASPP]) are being used to demonstrate the school’s areas of greatest progress? Are any of these assessments on the approved verified data list? If so, which ones?**

Information regarding the verified data list is available on the California Department of Education, Verified Data Criteria and Adopted Indicators web page at <https://www.cde.ca.gov/sp/ch/verifdatacrit.asp>.

New School San Francisco uses two of the internal assessments on the approved verified data list: ELPAC by Educational Testing Service and Measures of Academic Progress by NWEA.

## **2. Identify the school's areas of greatest progress:**

New School San Francisco's ELA scores continue to be a strength with 73% of students on or above grade level. The school's suspension rate remains incredibly low with a focus on restorative practices. Additionally, while the above data does not highlight our staffing, a point of progress was starting the 2021-22 school year fully hired in a year with massive teacher shortages across the state. The school also experienced very high retention of families from 2019-20 into the 2020-21 school year.

## **3. What data demonstrate these areas of progress? Include any related Dashboard data and internal data.**

With respect to the school's Dashboard data, the school is outperforming the state in both ELA and math for the overall school averages. In ELA, 73% of New School San Francisco students ended the year on or above grade level compared to 47% across the state. In Math, 53% of New School San Francisco students ended the year on or above grade level compared to 33% across the state. New School San Francisco also performed better than the state averages for all sub-groups with the exceptions of students eligible for free or reduced-price lunch and English Learners in math. With respect to internal data:

- 87.2% of families believe in the vision, direction and leadership of the school as measured by our Annual Climate Survey.
- 95% of our families re-enrolled for the 2021-22 school year

## **4. Identify the school's areas of greatest need including references to student sub-groups:**

The school's focal students include: English Learners, students eligible for free or reduced-price lunches, African-American students, Latinx students, and students with IEPs. Each of these sub-groups were performing below the school-wide averages for both ELA and Math.

## **5. What data demonstrate these areas of need? Include any related Dashboard data and internal data.**

In addition to the above Dashboard, sub-group data for other focal students is included here:

- All Students at New School San Francisco: 73% in ELA; 53% in Math
- African American / Black Students: 50% in ELA; 42% in Math
- Latinx Students: 59% in ELA; 29% in Math
- Students with IEPs: 34% in ELA; 28% in Math
- Students eligible for free or reduced-price lunch: 49% in ELA; 16% in Math

## **6. How is the school addressing these areas of need? Include references to student sub-groups.**

The school started the year with ambitious academic goals of at least 15% overall growth in percent of students on or above grade level as measured by CAASPP for the 202-23 school year. For example, that would mean that the overall percent of African American / Black students on or above grade level in math would increase from 42% to 57%. Using clear targets to backwards plan from, we are doing the following to ensure growth:

- We hired an instructional coach with 20 years of teaching / coaching experience and National Board Certification to support our teachers' growth;
- We use our MAP data to make instructional and programmatic decisions that are rooted in data by analyzing sub-group data and growth patterns;
- To do the above, we are contracting with a part-time data analyst to help support our ability to make data-informed decisions;
- We spend two hours per week in differentiated professional development, focusing on: establishing safe and supportive learning environments; prioritizing our English Learner students; creating inquiry-based learning experiences; analyzing student work and teacher practice through peer reciprocal observations and lesson study; and engaging our families as partners in student growth (these areas align to our school-wide priorities this year);
- We are prioritizing strengthening our instructional support of English Learners through shifts in our ELD model, and internal and external professional development;
- We leverage a co-teaching model in grades K-5 and grades 7-8 to be able to differentiate and provide small-group instruction;

## **Summary of Performance on Measurable Pupil Outcomes**

### **1. Provide a summary of the performance in Element 2 (Measurable Pupil Outcomes) in the petition:**

With respect to New School San Francisco's numerous MPOs, the ones we feel particularly proud of include:

- Less than 1% suspension rate in 2021-22
- 0% drop out rate in middle school
- 75% or more of families respond positively to the statement "I believe in the vision, direction and leadership of the school" as measured by our Family Climate Survey
- 100% of families attend at least one conference per year
- Students will exceed the average performance levels of students in schools serving a similar student population on CAASPP statewide assessments.

The MPOs we did not reach in 2021-22 continue to be the areas of focus for us this year, including:

- 75% of students on or above grade level for ELA and Math as measured by the CAASPP assessment
- ADA is at or above 95% of enrollment.
- Less than 10% rate of chronic absenteeism (students who are absent 10 percent or more of the school days in the school year).

In addition to the instructional strategies outlined in the previous section to ensure student growth, we are doing the following to ensure strong attendance:

- Providing a bus from the south / east parts of San Francisco to New School San Francisco at low to no cost for families eligible for free or reduced-price lunch;
- Providing families with general attendance expectations and implications, as well as specific attendance updates;
- Proactive intervention with families, including prompt truancy notices;
- Proactively scheduling family meetings and conferences to discuss attendance issues and brainstorm strategies to increase attendance.

## **2021–22 Local Control and Accountability Plan Progress**

### **1. Provide a summary of progress made in meeting the school’s 2021–22 Local Control and Accountability Plan (LCAP) goals:**

For Goal #1, the measures of success align to our MPOs with respect to student outcomes.

- Progress includes: 72% of student on or above grade level as measured by the end of year state test (CAASPP).
- Opportunities include: While our school outperformed the state averages for reading and math overall and for various student sub-groups, we did not reach our achievement goals for sub-groups (Black students, Latinx Students, Students with IEPs, and Emergent Bilingual Students) with all subgroups demonstrating less than 50% of students on or above grade level for both math and reading. This is our school’s priority focus.

For Goal #2, the measures of success align to creating a safe and supportive learning environment:

- Progress includes: Retaining 97% of students / families heading into the 2021-22 school year and 77% of staff. Additionally, there were no expulsions and less than 1% of suspensions.
- Opportunities include: increasing our attendance rate further from just over 93% to 95-96%. We recognize the impact COVID has had on attendance for our students, and yet, the lost learning time is something we are working hard to

address. This also impacts our funding and means a reduction in our budget and needed resources to support students.

For Goal #3, the measures of success align to family engagement:

- Progress includes: 100% of families attending a school event, inclusive of student conferences; 80% of families sharing input via the school Climate Survey

## **2. Provide a summary of the ongoing 2022–23 LCAP annual update process, including the school’s work to engage community members in the process:**

As part of our annual budgeting and LCAP planning processes we hold six all-school meetings (Home & School Council) to introduce the LCAP and our process, analyze data, identify trends, define priorities, and set budgets. So far this year, we have held two of six meetings, with the third happening on 3/7.

We also establish staff committees to focus on priority areas for the school and to make recommendations for changes. Committees meet 1-2x monthly and include ELD, staff sustainability and retention, instructional practices, and student culture and climate.

To gather data, we conduct twice yearly climate surveys of our families, staff, and students. The 3/6 meeting will be a deep-dive into our mid-year data.

Staff and families can provide feedback through Head of School office hours and coffee chats.

Students actively contribute feedback via the newly established Student Government and during class discussions with school leadership.

## **3. How is the school addressing learning loss from the prior school year?**

The first priority was to begin this year being fully hired with credentialed teachers in all classrooms, which was no small feat as more teachers are leaving the teaching profession in California than ever before. The next priority is around training our teachers to ensure we have safe, supportive and joyful classrooms where rigorous learning can take place. Instructional planning and delivery is the other key focus area with particular attention being paid this year to ensuring learning is done through a Universal Design for Learning (UDL) framework and an inquiry-approach to ensure deeper conceptual understanding. We increased instructional supports this year by adding an additional school counselor, an additional Learning Specialist and an additional Academic Interventionist, all with the intent of prioritizing support to our focal students who are furthest behind. Complimenting the additional resources and prioritized professional development for our teachers, we are actively monitoring our students’ growth through NWEA MAP assessments, which we now give in the fall, winter and spring to understand growth and patterns in growth across sub-groups. Having this data readily available - and the help of a data analyst who was hired this year -- ensures we are making data-informed decisions to benefit our students.



## **2022–23 Plan for Independent Study**

### **1. Inform if the school is providing independent study (IS) in the 2022–23 school year, including the percentage of average daily attendance enrolled in IS:**

Independent Study (IS) is for extenuating circumstances and less than 0.5% of students are enrolled at any given time this year.