

THE NEW SCHOOL OF SAN FRANCISCO



CHARTER SCHOOL PETITION: SAN FRANCISCO BOARD OF EDUCATION

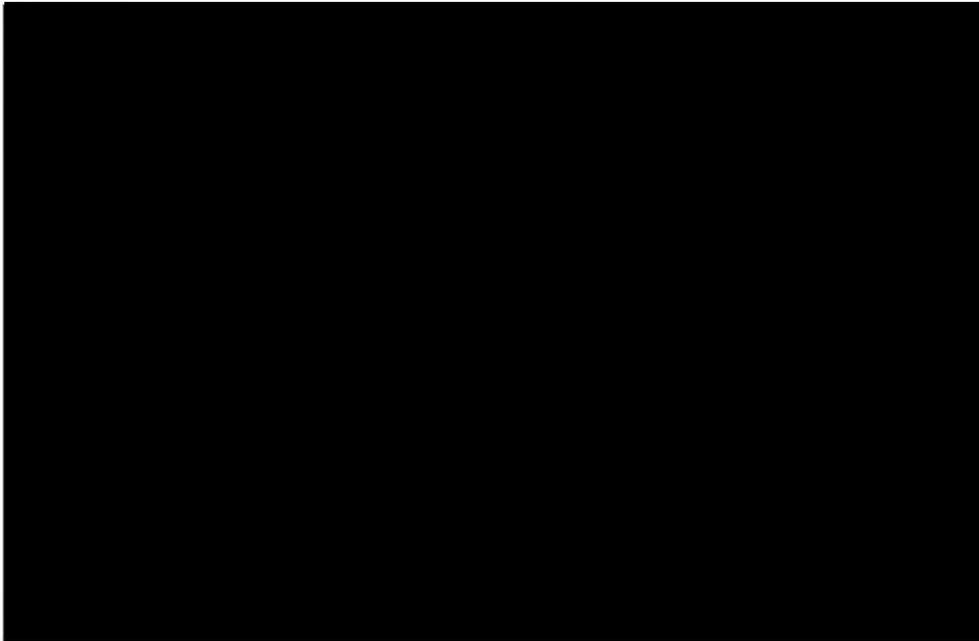


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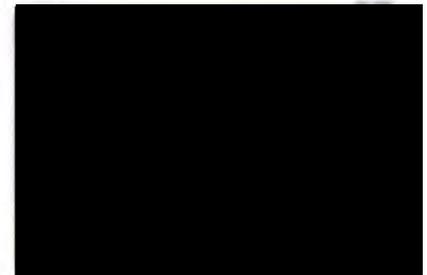
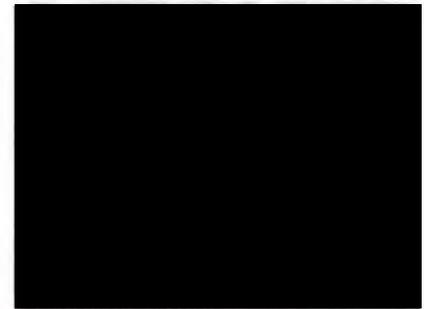
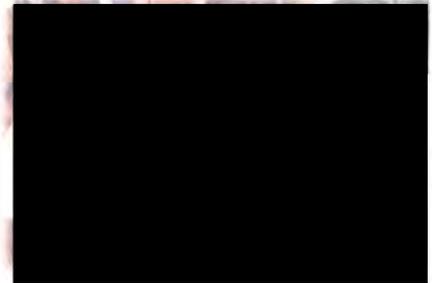
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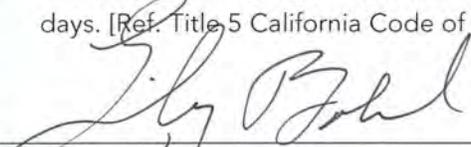
AFFIRMATIONS & ASSURANCES

As the authorized lead petitioners, we, Emily Bobel & Ryan Chapman, hereby certify that the information submitted in this petition for a California public charter school to be named The New School of San Francisco (the "Charter School"), and to be located within the boundaries of the San Francisco Unified School District ("SFUSD" or the "District") is true to the best of our knowledge and belief; we also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, we understand that if awarded a charter, The New School of San Francisco will follow any and all federal, state, and local laws and regulations that apply to The New School of San Francisco, including but not limited to:

- The New School of San Francisco shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- The New School of San Francisco shall be deemed the exclusive public school employer of the employees of The New School of San Francisco for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(5)(O)]
- The New School of San Francisco shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- The New School of San Francisco shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- The New School of San Francisco shall admit all students who wish to attend the Charter School, and who submit a timely application; unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]
- The New School of San Francisco shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- The New School of San Francisco shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.
- The New School of San Francisco shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The New School of San Francisco shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to noncore, noncollege preparatory teachers. [Ref. California Education Code Section 47605(l)]
- The New School of San Francisco shall at all times maintain all necessary and appropriate insurance coverage.

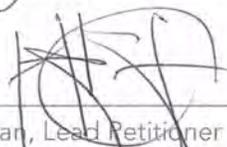
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- The New School of San Francisco shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves The New School of San Francisco without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school District of the pupil's last known address within 30 days, and shall, upon request, provide that school District with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. Education Code Section 47605(d)(3)]
- The New School of San Francisco shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)]
- The New School of San Francisco shall, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(c)]
- The New School of San Francisco shall comply with any jurisdictional limitations to locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- The New School of San Francisco shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b), 47610]
- The New School of San Francisco shall comply with all applicable portions of the Elementary and Secondary Education Act.
- The New School of San Francisco shall comply with the Public Records Act.
- The New School of San Francisco shall comply with the Family Educational Rights and Privacy Act.
- The New School of San Francisco shall comply with the Ralph M. Brown Act.
- The New School of San Francisco shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]



Emily Bobel, Lead Petitioners
The New School of San Francisco

12/15/14
Date



Ryan Chapman, Lead Petitioner
The New School of San Francisco

12/15/14
Date

EXECUTIVE SUMMARY

The New School of San Francisco is designed to meet the ever-changing needs of students growing up in San Francisco and will ensure that all children receive a rich, individualized, joyful and rigorous education that prepares them to thrive in the 21st century.

San Francisco is a city of boundless opportunity. It is a beacon of innovation, creativity, entrepreneurship and risk-taking. And yet, there is an ever-widening opportunity gap preventing today's youth from accessing, contributing to, and thriving in the city and the world around them. Despite tremendous leadership and hard work to improve our schools over the last decade, schools struggle to keep up with the pace of innovation. As a community, we are failing to cultivate the next generation of critical thinkers who can work across lines of difference, generate new ideas and build a sustainable future. If today's students are to be the problem solvers of tomorrow, we must rethink how our schools provide every child with an outstanding education.

The Academic Performance Index (API) for white students in San Francisco Unified School District is 894. The API for African-American students is 630. (2013 data from Ed Trust West)

In San Francisco, we have taken this jarring reality to heart. San Francisco Unified School District (SFUSD) has put forth a bold and compelling 2025 vision that outlines an inspirational future for 21st century readiness, including but not limited to: greater curricular innovation that promotes Common Core, highly differentiated student learning pathways, opportunities for relevant learning experiences and integrated technology.¹ The plan outlines a clear transformation in teaching and learning:

FROM	TO....
Textbook and classroom centered	Authentic, hands-on experiences
Teacher-led	Student-motivated, teacher-guided
Traditional classroom structure	Resource-rich, flexible environment
Limited use of technology	Ubiquitous use of technology
Individual work	Collaborative effort
Stand-alone subjects	Integrated, multi-disciplinary projects
Culturally isolated	Globally relevant
Bands of differentiation	Customized learning
Busy work	Investigations of passion
Rote learning	Critical thinking and problem solving
Content for the sake of standardized tests	Content serving a greater understanding and purpose
Stressed-out students, doing school	Happy, energized students in charge of their learning

Vision 2025 calls for an unprecedented era of innovation – pushing our city to create a portfolio of new school models that will unequivocally demonstrate excellence and equity for all. Tremendous effort is already at work to pave the way for a new future of schools – from the re-opening of Willie Brown as a leading STEM school and the tinkering & technology labs at Hoover Middle School to the influx of technology through the Middle Schools Initiative. If we truly aspire to transform our ecosystem of schools, however, we need many more schools at the forefront of this change.

¹ The full report can be found here: <http://www.sfusd.edu/en/assets/sfusd-staff/about-SFUSD/files/vision-2025-spreads.PDF>

The New School of San Francisco is designed in partnership with parents, educators, students, District leaders and community organizations to incubate and deliver an alternative, exceptional approach to teaching and learning. The intent of charter schools has always been to work in collaboration with Districts to accelerate continuous improvement. This petition outlines how The New School of San Francisco will make the transformational shifts needed for 21st learning, alongside the suite of innovative practices already taking shape.

The New School of San Francisco will be a kindergarten through twelfth grade inquiry-based school – where students will build the independence to think deeply, test ideas, solve problems and reflect on their own learning and growth. We plan to open in the fall of 2015 with 88 students – with two classes of kindergarten and two classes of first grade – and grow to serve 572 students at full capacity in 2025. We aim to deliberately recruit and serve a diverse set of students from across San Francisco, mirroring the richness of cultures and ethnicities in the city.

There are four Guiding Principles that underscore our educational model and offer something unique to students, and more broadly, the school system in San Francisco:

- We learn by doing.
- We believe every child is unique.
- We celebrate diversity and practice equity.
- We build community through partnership.

We will discuss the benefits of each briefly. Please reference Element A of the petition for more detail on our educational model.

We learn by doing:

First and foremost, The New School of San Francisco is about experiential learning. Asking questions, taking risks, building solutions and reflecting on lessons learned are at the heart of the curriculum's design. The New School of San Francisco will utilize a rigorous, inquiry-based instructional model in service of deeper student and adult learning. For example, we firmly believe that the *process* of learning matters more than the outcome itself and have designed our Inquiry Arcs to reflect a process of exploration, expression and exposition to document and showcase the learning journey. More information about Inquiry Arcs can be found in Element A. In addition, through our partnership with the Exploratorium, we will work with the Institute for Inquiry, Teacher Institute and Tinkering Studio to deepen our understanding of inquiry-based instruction and leverage the incredible resources and expertise their team offers.

Stanford University recently released a study that details how schools with student-centered learning models – which they define as personalized instruction, high expectations and hands-on and group learning – are narrowing the opportunity gap, in particular for low-income students and students of color.¹

“Student-centered practices emphasize personalization; high expectations, hands-on and group learning experiences, teaching of 21st century skills, performance-based assessments; and opportunities for educators to reflect on their practice and develop their craft as well as shared leadership among teachers, staff, administrators, and parents. These practices are more often found in schools that serve affluent and middle-class students. Schools that incorporate these key features of student-centered practice are more likely to develop students that have transferrable academic skills; feel a sense of purpose and connection to school; as well as graduate, attend, and persist in college at rates that exceed their District and state averages.”

We believe every child is unique:

We know that each child enters the classroom with unique strengths, attributes and learning needs. Therefore, the learning environment at the New School of San Francisco is designed to help each child become the best version of him or herself, and to help students learn from their differences. Additionally, the design of the instructional program at The New School of San Francisco and flow of the school day and year reflect the needed differentiation children must have – both big and small. The fluid design of the Inquiry Arcs enable students to learn at their own pace and be grouped appropriately depending on the instructional topic. The curriculum is designed to ensure that all learners are engaged, challenged and on a path towards success. Lastly, students at the New School of San Francisco will spend time exploring their own identities and what makes them unique. This reflective practice will help to develop self-awareness and confidence in students.

We celebrate diversity and practice equity:

The New School of San Francisco is diverse by design, recruiting and attracting a population of families and faculty that represent different socio-economic, racial and ethnic backgrounds. Beyond the inherent and immeasurable benefits that come from having different perspectives, cultures and views within the school community, research shows that diverse learning environments are academically and socially beneficial to all students.² Diversity, however, cannot stand alone – we believe both diversity and equity are deeply integral to the success of our students, faculty and school community at large.

SFUSD Definition of Equity:

The work of eliminating oppression, ending biases, and ensuring equally high outcomes for all participants through the creation of multicultural, multiethnic, multiracial practices and conditions; removing the predictability of success or failure that currently correlates with any social or cultural factor.

We build community through partnership:

The learning environment has profound effects on students' ability to learn and grow. We live in a city with incredible resources that can support and nurture student development. First, families will play an active role in decision-making in their child's learning, and school staff will build strong relationships with each child to ensure they develop personally and academically. Rooted in social psychology research, The New School of San Francisco will emphasize physical and psychological safety to enable learning as well as strong relationships between teachers, students and family members.³ Restorative Practice is one important approach that will support students and families toward equitable outcomes by providing healing and growth for the entire community. Second, we will continue to establish strong partnerships with organizations and institutions that will advance our work. Please refer to our 'Community Engagement Plan' in Appendix E for a full list of partnerships. Further information about our partnership with the Exploratorium can be found in Appendix D.

² Kahlenberg, R.D. (2012). *The Future of School Integration: Socioeconomic diversity as an education reform strategy*. New York, NY: Century Foundation Books

³ Cozolino, L. (2013). *The Social NeuroScience of Education*. New York, NY: W.W. Norton & Co.

In conclusion, we are eager for the New School of San Francisco to be part of a rich, innovative community of schools in San Francisco. We aspire to be a true learning lab – incubating and testing new ideas, learning rapidly, and sharing lessons of both success and failure. As the entire District marches toward Vision 2025, The New School of San Francisco is uniquely positioned to accelerate change by prototyping quickly and collaborating intensively with schools across the city. Together with the District, we can forge a new path for children in San Francisco.

Vision for The New School of San Francisco:

All San Francisco students – regardless of their background – receive an education that is equal to their extraordinary potential.

Mission:

The New School of San Francisco will demonstrate a holistic 21st century education that instills a love of learning now and prepares students and families for success in the future.

We will do this by....

- Equipping students with the knowledge, skills, habits and dispositions to thrive in 21st century jobs and civic life.
- Empowering students with a love for learning and love for themselves, others and the world around them.
- Recognizing and respecting each person as an individual with unique strengths, gifts, and learning styles, and acknowledging that these personal differences require a flexible, personalized approach to attain their full learning potential.
- Engaging parents and teachers as models of lifelong learners and doers.
- Infusing inquiry and experiential learning into every aspect of curriculum.
- Developing and retaining a highly motivated, highly trained educator workforce, which is devoted to rigorous academic outcomes, meaningful relationships with each student and equity.
- Serving as a lab school for others who wish to: observe or research 21st century learning for children and adults in action; share perspectives and shape our school; learn from our documentation and open-source materials.

It is with this Executive Summary as the backdrop that we offer the charter petition for The New School of San Francisco expected to launch August 2015.

Founding Team:

The New School of San Francisco is founded by a group of highly qualified educators, community leaders and parents with a breadth and depth of experience that lends itself to creating a highly successful school. The founding team shares the core beliefs of the school and is motivated by the vision that all students should have access to a phenomenal education program. In line with that, each team member was selected based on their deep commitment to equity, nimbleness and flexibility in the phase of challenge (starting a school is no small feat), openness to new ideas, deep educational expertise and a genuine love for both learning and youth.

The founding core team members include the below individuals (resumes can be found in Appendix A):

- Emily Bobel, school co-founder
 - *Emily has worked in education over the last 11 years as a 7th and 8th grade math and science teacher, a Head of School, a director of teacher development, and most recently served as the Executive Director of Teach For America in the Bay Area where she oversaw a \$13.2M operating budget, an 11-person board, a team of 52 and teaching force of 420 educators.*
- Ryan Chapman, school co-founder
 - *Ryan has worked in adult and youth education over the past 16 years and has in-depth experience in organizational development, public/private partnerships, governance, fundraising and leading the start-up and/or growth of initiatives in both the non-profit and public sectors. He is a trained K-6 public school teacher with degrees in developmental psychology and public policy.*
- Christina Cañaveral, community engagement
 - *Christina Cañaveral has 10+ years of experience in family engagement and youth development. Her passion is creating curriculum for leadership development that is infused with diversity and speaks primarily to equity in our public institutions.*
- Brittany Erickson, curriculum & instruction
 - *Brittany began her career as a 6th grade humanities teacher at the International Studies Academy in SFUSD, has worked as a management consultant and as an education researcher through the Hewlett Foundation’s work on deeper learning instruction and assessment, and is currently a doctoral student at Harvard University studying Education Leadership focusing on school design, deeper learning, and systemic educational equity.*

In addition to the founding core team members, a diverse group of collaborators, petition reviewers and advisors have played a critical role in designing and shaping the educational program.

<u>Collaborators</u> <i>(design and author the petition or engage parents and community)</i>	<u>Advisors</u> <i>(provide strategic advice and support; review and edit the petition)</i>
Laura Anderson (Dual language program) <i>Former bilingual educator, SFUSD</i>	Bill Bowes <i>Board Member, Exploratorium</i>
Ashley Blanco (Community Engagement) <i>Case Manager, Hunters Point Family</i>	Chris Balme <i>Co-Founder, Millennium Schools</i>
Lisa Dettloff (Science) <i>Founder, Passion for Inquiry</i>	Jessica Barrett <i>Principal, Leadership Public School</i>

Collaborators <i>(design and author the petition or engage parents and community)</i>	Advisors <i>(provide strategic advice and support; review and edit the petition)</i>
Nick Driver (Finances) <i>Vice President of Strategic Development, CSMC</i>	Kristen Buri <i>Head of School, Rocketship Public Schools</i>
Emi Johnson (Special Education) <i>Founder, SELPA Charter</i>	Jaime Dominguez <i>Headmaster, Stuart Hall for Boys</i>
Shernice Lazare (Curriculum) <i>Director of Outreach, The Lab</i>	Luz Gonzalez Fernandez, Esq <i>Talent Specialist, Teach For America</i>
Michelle Ann Lopez, Esq (Legal) <i>Associate, Young, Minney & Corr LLP</i>	Ellen Hathaway <i>Director of Operations, Brightworks SF</i>
Kristen McGraw (Operations) <i>Managing Director, School Development, CCSA</i>	Derek Mitchell <i>CEO, Partners in School Innovation</i>
Ligia Montano (Community Engagement) <i>Parent Organizer, Excelsior/Mission</i>	Laura Peters <i>Teacher, Special Education</i>
Christie Seyfert (Social Emotional Learning) <i>Teacher, The Alt School</i>	Arthur Rock <i>Education Philanthropist</i>
Tim Simpson (Math) <i>ELD Classroom Teacher, Claire Lilienthal Elementary School</i>	Rebecca Snyder <i>Director, Teaching As Leadership, Teach For America</i>
Chris Wilson (Curriculum) <i>Elementary Educator, The Lab School at UCLA</i>	Robert Strain <i>Chief Program Officer, Teach For America</i>
	Nina Sylvains <i>Clinical Social Worker</i>

Founding Board of Directors:

We currently have three board members who help to round out the experiences and skills needed to create an exceptional school, especially in the start-up years. Our board will continue to grow in the coming years. Full resumes for all board members can be found in Appendix A.

- Derek Mitchell, Chief Executive Officer Partners in School Innovation
 - o *Derek is currently CEO of Partners in School Innovation, a nonprofit dedicated to working hand-in-hand with teachers and leaders to strengthen teaching, learning and achievement in under-performing public schools and Districts. He received his BA in Writing from Pomona College in Claremont, CA, and later earned a Ph.D. in Educational Psychology from the University of California, Los Angeles. While at UCLA, he worked at the Center for Research on Evaluation, Standards and Student Testing (CRESST), helping to pioneer school and District information management systems and data-driven technologies. He then served as the Director of Technology and Student Achievement for the Oakland Unified School District where he addressed equity-related challenges in assessment, technology and achievement. Subsequently, Derek joined the Stupski Foundation and managed efforts to support District-wide reform across the country, including efforts in Districts such as Jackson Public Schools in Mississippi and the Baltimore City Public Schools System in Maryland. Before taking the helm of Partners in School innovation in June of 2009, Derek served as Executive Director of the Opportunity Zone in Prince George’s County in Maryland where he led critical efforts to instill innovative school options as a core component of District-wide reform.*

- Aden Bliss, Chief Financial Officer of Blue Shield of California
 - *Aden Bliss has extensive experience in the for-profit and nonprofit sectors, and has worked in the financial services, healthcare, and education sectors. He was the chief financial officer at New Leaders – a national nonprofit organization that recruits, trains, and develops transformational school principals – and previous to that was the director of finance at WestEd, a large nonprofit research, development, and service organization. Aden received his B.S. from Stanford University and MBA from the University of Pennsylvania’s Wharton School of Business.*
- Jaime Dominguez, Headmaster Stuart Hall for Boys
 - *Jaime Dominguez has served as Head of Stuart Hall for Boys, since 2004. He received his B.S. in Biology from Princeton University and an M.A. in Educational Administration from Michigan State University. Jaime began his career in education in New York City as one of the early corps members of Teach for America. Subsequently he taught math and science in Austin, Texas, and London, England. Prior to his headship, he was a Middle School Administrator at the American School in London.*

Inspirational School Models:

Over the past year, the founders have visited exemplar schools that reflect many facets of the program designed for The New School of San Francisco. While something has been gained from every visit, the following schools have played a critical in shaping the school’s design. From being models of best practices to providing feedback and guidance on curriculum development to giving authentic feedback on the process of founding a school, our thinking has been pushed tremendously on how we create an exceptional school.

- UCLA’s Lab School, Los Angeles, CA (Shermice Lazare, Director of Outreach; Chris Wilson, Educator)
- Bricolage, New Orleans, LA (Josh Densen, Founder and Head of School)
- Nueva School, Hillsborough, CA (Emily Kolatch, Head of Lower School)
- High Tech Network, San Diego, CA (Zoe Randall, Coordinator)
- Brightworks SF, San Francisco, CA (Gever Tulley, Founder; Ellen Hathaway, Director of Operations)
- Rosa Parks Elementary, San Francisco, CA (Lisa Tsukamoto, Educator)
- Citizens of the World, Los Angeles, CA (Kriste Dragon, founder and CEO)
- Sherman Elementary, San Francisco, CA (Sara Shenkan-Rich, Principal)

Community Support:

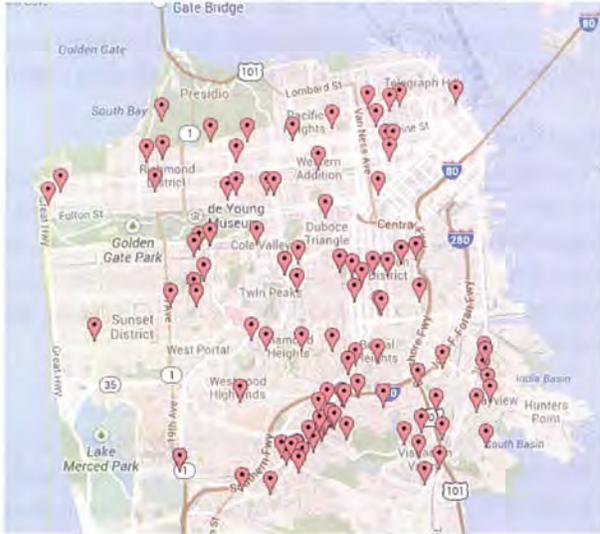
The San Francisco community has demonstrated strong support for The New School of San Francisco. The founders conducted well over 50 individual and small group meetings with community and parent leaders across the city, participated in two large summer education fairs (Mo’Magic Summer Learning Fair and B’Magic Backpack Giveaway), and held four widely publicized information sessions to solicit input from families and educators.

Through this process, The New School of San Francisco has collected more than 170 signatures from community members who endorse the school’s values and school model. Of these, 105 signatures are from parents who are meaningfully interested in enrolling their children in The New School of San Francisco in 2015. The map below (left) shows the location of those 105 parents.

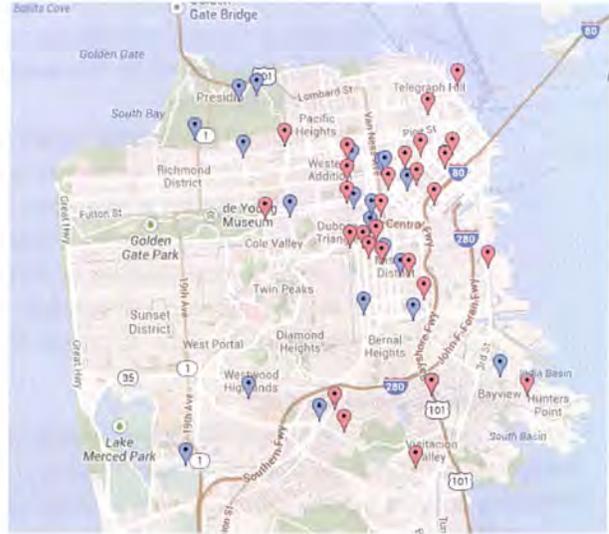
We have also established relationships with 20 preschools and 26 community organizations that will, through further partnership development, constitute an important network for on-going outreach to and support of families. While citywide in scope, we intentionally oriented our outreach and development efforts within areas that have higher concentrations of public school families. The map below (right) shows the location of

our network – both preschools (blue) and community organizations (red). Please see Appendix E for the Community Engagement Plan, which details the list of community organizations and preschools.

Meaningful Interest Signatures



Preschools (Blue) and Community Organizations (Red)



Additionally, The New School of San Francisco has established collaborative partnerships across the city of San Francisco to leverage the incredible resources available to students, families and educators. While this is also not an exhaustive list, the following organizations represent our deepest partnerships to date and will continue to play a significant role in the school's launch:

- The Exploratorium Museum⁴
 - *Partnerships with the Exploratorium's Tinkering Studio, Institute for Inquiry and Teacher Institute will provide deep inquiry expertise to benefit both students and faculty; access to the museum itself will serve as an auxiliary classroom; and, the research we embark upon together will provide powerful learnings to share broadly.*
- The Boys & Girls Club of San Francisco
 - *We are exploring what a cohesive day and learning plan for students could look like so that the school and after-school programming are connected, serving to deepen and extend student development; additionally, we are in discussion about facility space and incubation at one of their centers.*
- Mo' MAGIC
 - *Mo'Magic is an example of one of 20 community organizations and 26 preschools we have engaged across the city as part of our family support and recruitment network. Mo'Magic invited us to participate in both the Summer Learning Day and Back to School Celebrations, which allowed us to meet students and parents, deepen and broaden our network and hear the ideas and desires families have.*
- San Francisco Unified School District
 - *As stated in the Executive Summary, it is our intention and mission to collaborate with the District in the following ways (among many): serve as a lab school to prototype strategies in*

⁴ A preliminary sketch of the partnership provides can be found in Appendix D.

line with the 2025 vision; model and share best practices from deep community partnerships; host professional development opportunities for educators on inquiry-based instruction.

Communication and collaboration with families, and the organizations that support them, will continue to be a cornerstone of The New School of San Francisco. As we enroll our first students, we plan to broaden and formalize our network so that it is tailored to meet the need of our families.

Diverse Contributions:

The below table is not exhaustive in terms of capturing the complete set of skills and experiences our founding team members, partnering schools and organizations bring to this effort. However, it is an illustration of the incredible diversity and breadth of wisdom we are fortunate to have.

	Inquiry-based Instruction	Social Emotional Learning	Diverse & Equitable Learning	Teacher Development	Finances	Fundraising	Head of Schoolship & Operations	Community Relationships & Services
The Exploratorium	X			X				X
Boys & Girls Club		X	X					X
Ryan Chapman	X				X	X	X	X
Emily Bobel	X			X	X	X	X	
Christina Canaveral		X	X					X
Brittany Erickson	X	X	X	X				
Derek Mitchell	X		X	X		X	X	X
Aden Bliss					X	X	X	
Jaime Dominguez		X	X	X		X		
Laura Anderson			X				X	
Ashley Blanco		X						X
Lisa Dettloff	X			X				
Nick Driver					X	X	X	
Emi Johnson			X					
Shernice Lazare	X	X	X					
Michelle Ann Lopez			X		X		X	
Kristen McGraw					X		X	X
Ligia Montano			X					X
Christie Seyfert	X	X		X				
Tim Simpson	X			X				
Chris Wilson	X	X	X					

ELEMENT A: EDUCATIONAL PROGRAM

Governing Law: A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605(b)(5)(A)(i).

Governing Law: A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605(b)(5)(A)(ii).

I. The Case for The New School of San Francisco

The New School of San Francisco has been designed in partnership with parents, educators, students, District leaders and community organizations to: 1) meet the urgent needs that students and families in San Francisco face, and 2) realize the unlimited potential that 21st century teaching and learning can unlock – both in this city and across the country. We see the opportunity as both a privilege and responsibility to work in partnership with SFUSD to create a school that will forward the District’s vision and prepare our learners to thrive in the ever-changing world them.

21st century learning:

As many noted authors, academics, researchers and leaders have put forth over the past decade, (see Appendix B for our *Resource Guide to 21st Century Learning*) students today face a far different world than that for which the current model of education was designed. In short, the world around us is rapidly changing yet our schools are struggling to keep pace. One of the earliest studies to express urgency vis à vis our industrial age educational system in the US and the demands we face as a country was issued by the blue ribbon, bipartisan *New Commission on the Skills of the American Workforce*, stating:

“Global leadership does not depend on technology alone. It depends on a deep vein of creativity that is constantly renewing itself, and on a myriad of people who can imagine how people can use things that have never been available before, create ingenious marketing and sales campaigns, write books, build furniture, make movies, and imagine new kinds of software that will capture people’s imagination and become indispensable to millions. This is a world in which a very high level of preparation in reading, writing, speaking, mathematics, science, literature, history, and the arts will be an indispensable foundation for everything that comes after for most members of the workforce. It is a world in which comfort with ideas and abstractions is the passport to a good job, in which creativity and innovation are the key to the good life, in which high levels of education — a very different kind of education than most of us have had — are going to be the only security there is.” (2007).

As the author Daniel Pink asserts, we are moving from the ‘Information Age’ into the ‘Conceptual Age’, a shift that requires a transformation in the way our students are educated. For example, today:

- Information, content, facts and data are readily-accessed commodities;
- Professions are changing at warp speed. Top professional opportunities that didn’t exist a decade earlier will be obsolete a decade later;

- Professions are highly inter- and multi-disciplinary;
- Routine, structured jobs are falling victim to outsourcing, automation, or advanced technologies;
- Society is global in every respect;
- Separation between the educational and the professional phases of our students' lives is blurring;
- Proxies for personal aptitude (e.g. grade point average, test scores, pedigree of the schools attended) are giving way to more insightful digital portfolios of accomplishments; and
- The cost of higher education is beyond the reach of most families as their own financial situations deteriorate.

We already see disturbing evidence of the consequences of these emerging trends. Acclaimed author Tony Wagner (*Global Achievement Gap* (2010) and *Creating Innovators* (2011)) reports that under- and unemployment have risen to over 50% for recent college graduates. And over a third of recent college graduates, floundering in the job market, have returned to live with parents. The way we educate our youth often exposes them to high levels of stress and pressure, as witnessed by escalating levels of teen depression and suicide, while leaving them ill-equipped for professional life in the 21st Century. Education has never cost more. Students have never worked harder. And yet America's youth have never been more poorly prepared for life after high school or college. In short, our educational system, including "Distinguished" schools, are not doing the very job they were designed to do – preparing our students to flourish and thrive.

The New School of San Francisco is an effort to reverse this trend and provide a much-needed transformation in education today. The school's design addresses the fundamental question (which is also one of the guiding questions from the SFUSD 2025 Visioning process) of what skills, mindsets and inputs our students need to be successful in today's world. Addressing that challenge has been the north star in designing the school – from visiting exemplar models across the country, to reading and soaking up the accumulating bodies of evidence and best practices around 21st century learning, to prototyping the curriculum through a Summer Pop-up School, we are more certain than ever that this is the direction in which all schools must head. (See Appendix C for more information about the Summer Pop-up School)

Accelerating local change:

There could not be a more opportune time in San Francisco to create and launch a school that offers an alternative paradigm for teaching and learning. As shared in the opening summary, San Francisco Unified School District has put forth a call to action for transformational change in our city's schools.

"Vision 2025 defines what we believe education needs to be for every SFUSD student. It is not only a plan but a call to action. This is something we must and can do for the future of their families and the entire San Francisco community." – Sandra Fewer, SFUSD Board President

San Francisco is a beacon for innovation, creativity, entrepreneurship and risk-taking. It is a city leading the world on so many exciting fronts – from game-changing technology advances to environmental practices to upending the status quo to ensure equity and acceptance for all. However, when it comes to education, we are not at the forefront of reform. The District's call to action is to change that reality and become a best-in-class school District that takes advantage of the city's rich resources, innovative companies and public will to demonstrate profound 21st century learning and teaching.

The need in San Francisco:

The need for excellent and equitable schools is great. We explore this by looking at the demand for: 1) excellent schools which cultivate 21st century learning; 2) creating equity for all students in San Francisco; 3) retaining the rich diversity the city has to offer; and 4) creating a Kindergarten through 12th grade school.

1. 21st century learning: The New School of San Francisco will be the first and only public school in San Francisco offering an inquiry-based learning model that puts 21st century deeper learning at the heart of the curriculum. Currently, to obtain this type of hands-on learning experience, a family must pay \$15,000 - \$30,000 to send their child to private school. We believe that this type of learning should be made available to all children – regardless of their income level. An education that fosters not only academic competency but also social-emotional and cross-cultural skills is not a privilege but rather a necessity. The evidence shared thus far is clear and compelling. Today's world demands that our children have the critical thinking and problem-solving skills to succeed and thrive.
2. Ensuring equity for all learners: Despite great intentions and efforts by the school District over the last decade, the truth remains that certain subgroups of students are not being served by the current ecosystem of schools. The New School of San Francisco offers an alternative for parents who need something different for their child to receive an equitable education and, in turn, thrive. There are several aspects of the school's design that enable equity:
 - a. Every child in attendance will have an Individualized Learning Plan, created according to the child's unique strengths, skills, motivations and academic readiness. This type of differentiation ensures we are truly meeting each child where they are and providing the right resources and scaffolding needed for their academic and social emotional growth.
 - b. Additionally, our experience with the pop-up school has demonstrated how an inquiry curriculum with hands-on problem solving lends itself to strong differentiation. Given the multitude of mediums, materials and ways in which children are able to express themselves, there is greater opportunity for students to match their learning styles to the content or problem at hand. For example, in researching how and why roots support trees, some students elected to do research through reading library books; others chose to do research on the iPad; others found that sketching and observing the details in nature provided new insights; while others turned to discussion with an adult. We are excited to be able to provide a flexible curriculum that meets each child's need.
 - c. There is a growing body of evidence to suggest that the highly differentiated and student-centered learning models allow for equity, particularly in meeting the needs of low-income and students of color. More detail can be found in a report released by Stanford's School of Education earlier this year.⁵
 - d. Through the strong Home & School connections The New School of San Francisco will enable parents to be empowered agents in their child's education. The feedback from parents participating in the pop-up school was unanimous in that daily communications about what their child was learning and why was an important factor for them – enabling them to have meaningful conversations with their children and extend the learning to the home.

⁵ The full report can be found here: <https://ed.stanford.edu/news/new-research-shows-effectiveness-student-centered-learning-closing-opportunity-gap>

- e. Finally, the strong educational program outlined in 'Students with Special Learning Needs' details how students who are academically behind, English Language Learners, Special Education students, or academically ahead will be supported.
3. Retaining and celebrating the rich diversity in San Francisco: There are several aspects to this commitment. First and foremost, we will be a mixed income school, pulling students from across the city of San Francisco and reflecting the rich cultures, backgrounds and experiences our students represent. San Francisco is incredibly diverse. And yet, our schools are trending towards greater segregation, especially the highest and lowest performing public schools. The city's best schools should be serving all kids and have no academic gaps along lines of race or socio-economic background. The New School of San Francisco has an opportunity to demonstrate how that type of equity is achieved. Second, we appreciate that the overall population of San Francisco is growing but the diversity is diminishing. While we cannot solve the problem of increasingly expensive housing options in San Francisco, we can address the problem of ensuring we have more great schools that encourage families to stay in San Francisco.
4. Supporting Families: There are currently no public K-12 schools in San Francisco. The New School of San Francisco will be the first school to model what it looks like to get to know a child and his/her family deeply over the 13-year learning journey. This enables educators to build a cohesive learning and development arc that truly reflects a child's individual needs. Parents see the benefits of having a child supported by one learning community and have expressed that this is one of the aspects of the school they are most drawn to. Additionally, having one lottery for enrollment spanning the child's K-12 education will alleviate parent stress, preserve and strengthen parent networks, ensure a consistent and cohesive educational approach through high-school, and mitigate some of the adverse affects of school transitions at the end of 5th and 8th grades.⁶

The New School of San Francisco meets a myriad of urgent and critical needs. As a charter, we are uniquely positioned to be able to address those needs by designing an innovative learning model that is not bound to some of the regulations and policies that govern District schools. In fact, the original intention of creating charter schools in California was to incubate and foster innovation by spurring new ideas and sharing best practices learned across a District. The opportunity to accelerate the much-needed changes articulated in Vision 2025 – changes needed for students, families and the city at large – is a distinct part of The New School of San Francisco's vision. That responsibility is what inspires us to open our doors in the fall of 2015.

⁶ <http://www.edweek.org/media/gradeconfiguration-13structure.pdf>

II. Students to be Served:

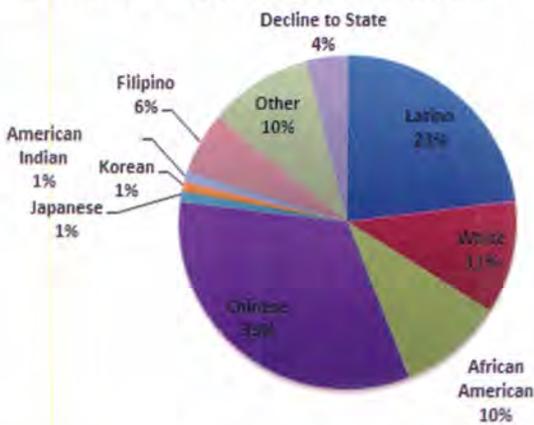
At full build-out in 2025, The New School of San Francisco will grow to serve students in grades Kindergarten through twelve, with grade levels coinciding with those of the District (Ed Code section 47605(a)(6)). At full capacity in 2025, The New School plans to serve 572 students. In the school’s first year, 2015-2016, we plan to serve approximately 88 kindergarten and first grade students. In the second year, we plan to serve approximately 132 students and in the third year, we plan to serve 176 students.

	2015-16	2016-17	2017-18	2018-19	2019-20
	Year 1	Year 2	Year 3	Year 4	Year 5
K	44	44	44	44	44
1st	44	44	44	44	44
2nd		44	44	44	44
3rd			44	44	44
4th				44	44
5th					44
Total	88	132	176	220	264

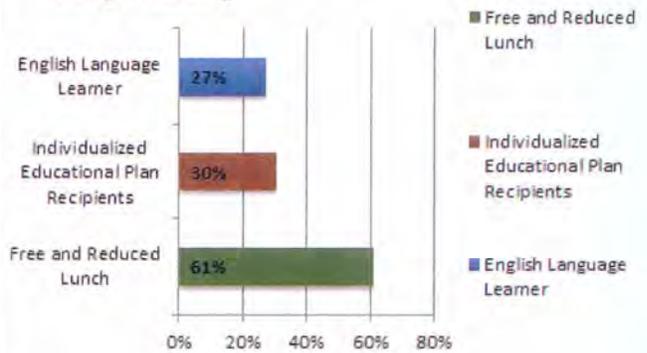
Attracting a diverse population:

At The New School of San Francisco, we are committed to enrolling a diverse student population that mirrors the demographics of the city’s public schools. Below are the demographic data for the San Francisco Unified School District, which serve as a guide and aspiration for us in terms of anticipated breakdown by ethnicity and special services. For more detail on our recruitment targets and strategies to ensure we recruit a diverse student and family community, please refer to the ‘Community Engagement Plan’ in Appendix E.

Student Ethnic Representation



Students Qualifying for Specific Programming



We have several data points from the two-week Summer Pop-up School we ran at the Children’s Creativity Museum this past summer (for more information on the Summer Pop-up School, refer to Appendix C). The data from the program indicate that we can attract a diverse population of learners coming from neighborhoods across the city:

- The pop-up school was centrally located at the Children’s Creativity Museum in downtown San Francisco and drew children from the Western Addition, Sunset District, the Excelsior, Nob Hill and the Mission, among other areas.

- The demographics of our students were diverse and the overall breakdown was a close representation of our aspiration:
 - 31% Latino
 - 23% African-American
 - 15% White
 - 8 % Filipino
 - 23% Other
- Additionally, we learned from our parents that having access to strong public transportation was an important consideration in enrolling their children in the pop-up school. They also shared that putting their child in an exceptional school – even if it entails a commute – matters more than being at the neighborhood school.

As such, we are looking for facilities that are centrally located and have good public transportation access. As we learned from the summer pop-up, achieving diversity necessitates very thoughtful and deliberate recruitment strategies. For more information on what we learned from the outreach for the summer pop-up and an outline of our strategies moving forward to enroll a diverse student body, see our Community Engagement Plan in Appendix E.

Serving diverse learners:

Our passion for an inclusive school community is in part driven by a desire to serve students that have historically struggled in traditional public schools. Through conversations with District leaders, parents and students, and through analyzing student outcome data within the District, it is apparent that certain sub-groups of students will benefit from far greater individualized support:⁷

- African-American learners, especially boys
- Students who qualify for Special Education Services
- English Language Learners
- Students designated as Gifted and Talented

The New School of San Francisco is specially designed to meet the needs of these student groups in a variety of ways. First, our focus on personalization ensures that individual strengths are the central focus of each child’s education. This might mean that a student labeled “hyperactive” in traditional public schools has opportunities to express his or herself, collaborate with peers and practice leadership in the school community. It could mean that a student who feels discouraged or different because of his or her IEP will be in good company at The New School of San Francisco where all students keep an Individualized Learning Plan to capture personal growth goals and progress. Second, The New School of San Francisco offers a small learning environment where students, families and faculty develop meaningful, lasting relationships. These relationships mean that whole-child development is truly possible and approached deliberately. Lastly, our commitment to hands-on, authentic learning experiences is rooted in the exposure and experiences that are most relevant in our quickly changing 21st century world. Students who have been traditionally underserved in our public schools will feel challenged daily and will regularly witness the relevant connection between their learning and their future.

⁷ This list is not exhaustive.

Case study #1: *Darnell is a 6-year-old African-American boy beginning first grade at Cobb Elementary School. It is a historically underperforming school. Darnell's mother is already worried about the school's ability to serve her son past 1st grade, given that he is showing signs of being disengaged in school. She enrolled him in The New School SF summer pop-up to give him a hands-on experience and 'to do art.' Darnell struggled initially at the pop-up, lacking some of the social skills to communicate his emotions and relate to other students. Employing restorative practices to his social-emotional growth proved effective and there was a change over the course of the two weeks in his relationships as he found alternative ways to apply himself and collaborate with others. It was clear that the exposure to new resources and creative ways of expressing himself were powerful. For example, he had never used paint before and was incredibly deliberate about how he mixed his colors. His biggest passion, though, was designing and building a tree for dogs (imagination was encouraged!). After researching and sketching different trees, he built a model using different materials – including cardboard, wire, buttons, watercolors and cloth. Further, he was able to detail the purpose of various parts of the structure – for example, how the roots were responsible for collecting water and nourishing the tree. He was proud of his creation and shared that learning was actually fun. At the conclusion of the pop-up, his mother and grandfather remarked that they have never seen Darnell this engaged or proud of his learning.*

We recognize that a diverse school community has the incredible potential to benefit all students academically.⁸ Additionally, we recognize the opportunity for personal growth and identity development that is possible through an inclusive and diverse learning environment. These potential benefits come with great responsibility as well. Serving diverse students and their families will create a need for authentic conversations about race, power, and privilege amongst all school community members, and we anticipate that those conversations will be difficult at times. Our core belief in equity and opportunity for all students will sustain us during difficult conversations that we know are critical for the long-term success of all students and our school community.

⁸ Kahlenberg, R.D. (2012). *The Future of School Integration: Socioeconomic diversity as an education reform strategy*. New York, NY: Century Foundation Books

III. Learning Philosophy

The New School of San Francisco's educational model is uniquely designed to meet the needs of every learner. The cornerstone belief that guides our approach is that all students are capable of thriving academically, socially and emotionally. In line with that belief, there are three key aspects of the educational philosophy at The New School of San Francisco. First, Guiding Principles describe the values of the school, its staff and the entire learning community. Second, a Graduate Profile describes the knowledge, skills and dispositions that The New School of San Francisco graduates will possess in order to be fully prepared for college and the workforce and to be contributing citizens in their communities and the world around them. The final component of The New School of San Francisco's educational philosophy describes our understanding of how learning best occurs. It draws upon cognitive and social neuroscience to paint a picture of our ever-evolving theory of learning.

GUIDING PRINCIPLES

Simply put, The New School of San Francisco seeks to provide an excellent education to every child. In service of this goal, The New School of San Francisco aims to meet each child's social, emotional, physical, and academic needs in preparation for an increasingly complex and globalized world. To achieve these goals, The New School of San Francisco operates under four guiding principles of teaching and learning:

We learn by doing:

First and foremost, The New School of San Francisco is about learning. Asking questions, taking risks, building solutions and reflecting on lessons learned fuel personal growth and change. Many call this innovation – and while similar, we firmly believe that the *process* of learning matters more than the outcome or predicted result. At The New School of San Francisco, this means that both students and adults will be encouraged to thoughtfully experiment to push their own learning, and that of the entire community.

For students, this means experiential learning, where concepts and problems are relevant to the real world. As such, The New School of San Francisco will utilize a rigorous, inquiry-based instructional model in service of deeper learning. Constructivist theory explains that real world experiences help learners to make meaning for themselves, and helps them strive toward deep levels of understanding.⁹ In partnership with the Exploratorium, The New School of San Francisco will enable students to ask questions, make discoveries, observe patterns, and exhibit creativity. In short, rigorous inquiry will lead students to extraordinarily meaningful learning.

For faculty, this looks like engaging in design processes to constantly improve instructional approaches and the overall experience our students have. And, in the spirit of continuous learning, The New School of San Francisco is partnering with other excellent schools, The Exploratorium, universities and community organizations to soak up best practices, especially as they relate to inquiry-based learning¹⁰.

We see our role in the ecosystem of San Francisco schools as:

- A lab school for San Francisco Unified, ready to prototype new ideas and educational approaches to push student learning in alignment with Vision 2025;
- A thought partner responsible for sharing out best practices and lessons of what works, and;

⁹ Bruner, J. (1966). *Toward a Theory of Instruction*. Cambridge, MA: Harvard University Press.

Vygotsky, L (1978). *Mind in Society: The Development of Higher Psychological Processes*. Cambridge, MA: Harvard University Press.

¹⁰ see Appendix D for list of established partnerships.

- A collaborator working alongside other Head of Schools in the pursuit of providing all kids with an excellent education.

The New School of San Francisco has already demonstrated its belief in “Learning by doing” by planning and executing a Summer Pop-Up, which was a two-week prototype of the school’s vision and mission. Thirteen children participated in a mini-Inquiry Arc at the Children’s Creativity Museum, which allowed us to engage deeply with families, hear feedback from children and parents, test the educational model, and learn from the experience. In short, the Summer Pop-Up was an invaluable learning experience for the founding team, and for families. More information about the Summer Pop-Up School, as well as a summary of learnings and implications can be found in Appendix C.

We believe every child is unique:

As stated previously, The New School of San Francisco’s model is founded on the belief that each and every student has the potential to excel academically and personally. The unique strengths, attributes and learning needs of each student must inform the learning and development plan that will support their growth at The New School of San Francisco. As such, every child will have an Individualized Learning Plan (ILP) – in many ways similar to an Individualized Education Plan – to inform their unique goals and the differentiated strategies the student, educators and families will pursue to reach them.

Additionally, the design of the instructional program at The New School of San Francisco and flow of the school day and year reflect the needed differentiation children must have – both big and small. More details are provided later in this section and shed light on the fluid design of the Inquiry Arcs, which enable students to learn at their own pace and be grouped appropriately depending on the instructional topic. The curriculum lends itself to a highly differentiated approach designed to ensure that all learners are engaged, challenged, and on a path towards success.

We celebrate diversity & practice equity:

The New School of San Francisco is diverse by design, recruiting and attracting a population of families and faculty that represent different socio-economic and racial/ethnic backgrounds. Beyond the inherent and immeasurable benefits that come from having different perspectives, culture and views in the school community, research shows that diverse learning environments are academically and socially beneficial to all students.¹¹ Diversity, however, cannot stand alone – we believe both diversity and equity are deeply integral to the success of our students, faculty, and school community at large.

The New School of San Francisco puts equity at the forefront of our practice, meaning that every child has what they need to thrive personally and academically. The New School of San Francisco will embrace students’ different learning modalities as well as their individual pace and learning needs. Similar to the Ethnic Studies program within SFUSD at the high-school level, identity development will be a critical component of the school’s commitment to diversity and equity. Recognizing that each student has his or her own identity, culture, background, and strengths, The New School of San Francisco will deliberately cultivate a sense of self in each student in order to enable cross cultural understanding and cultivate students’ agency. Additionally, we strive to serve all learners, special learners in particular, with a high-fidelity inclusion model. Equity will permeate content and discussion inside and outside the school as well. In order to truly become advocates for a more just, equitable world, students and faculty will explore their own city, its history and its people, and

¹¹ Kahlenberg, R.D. (2012). *The Future of School Integration: Socioeconomic diversity as an education reform strategy*. New York, NY: Century Foundation Books

strive to make San Francisco even better than it is today. Families will become empowered to lead and advocate for their children. Finally, staff will engage in conversations about race, power, and privilege to ensure they are constantly moving toward a deeper understanding of their own biases and beliefs in service of academic and life outcomes for all students.

We build community through partnership:

We know that the learning environment has profound effects on children’s ability to learn and grow. With that in mind, The New School of San Francisco will create an ecosystem of support for students and foster their brilliance. Families will play an active role in decision-making and in their students’ learning, and school staff will build strong relationships with each child to ensure they develop personally and academically. Furthermore, families will have opportunities to engage in identity development and community building that will foster their own leadership as parents and advocates. Rooted in social psychology research, The New School of San Francisco will emphasize physical and psychological safety to enable learning as well as strong relationships between teachers, students and family members.¹² Restorative Practice is one important approach that will support students and families toward equitable outcomes by providing healing and growth for the entire community. A strong learning community will ensure that each child can be him or herself at school and feel supported to reach personal and academic goals. It will also enable The New School of San Francisco students to take risks and learn from mistakes – a key ingredient to rigorous lifelong learning.

GRADUATE PROFILE

The New School of San Francisco’s guiding principles have informed an initial Graduate Profile for The New School of San Francisco students. This Profile is our definition of an “educated person in the 21st century”, as outlined in California Education Code. Our graduate profile is informed by the reality of an increasingly complex and interconnected world, as well as by what we believe will be required in the workforce of the future. Below are five traits that all The New School of San Francisco graduates will possess:



Academically thriving students

The New School of San Francisco graduates will be academically prepared for college and the workforce. This means graduates will exhibit strong literacy skills across academic subjects as well as quantitative reasoning skills. They will also possess deeper learning skills: collaboration with others, effective communication, and critical thinking skills, as well as fluency in at least two languages. Finally, graduates will have agency – defined as drive and motivation - to further their own learning, and will be inspired to seek out rich experiences to build their academic skills.

Self-reflective individuals

The New School of San Francisco graduates will demonstrate a commitment to personal learning and growth. They will be self-reflective about their strengths and areas for growth, they will strive for a deeper understanding of themselves, and they will set personal goals and work toward them. The New School of San Francisco believes that reflection and self-awareness are integral traits of creative leaders – with that in mind, graduates will understand the value in personal growth and model it independently.

¹² Cozolino, L. (2013). *The Social NeuroScience of Education*. New York, NY: W.W. Norton & Co.

Creative, problem-solvers

In an increasingly complex world, graduates must be prepared to exercise creative problem-solving skills. The New School of San Francisco will prepare students to navigate ambiguity, generate new ideas, simplify the complicated, and solve multifaceted problems. Creativity and problem-solving skills will ensure that graduates are prepared for a 21st century work force, and that they will have the skills necessary to contribute meaningfully to an ever-changing world.

Life-long learners

Learning is not limited to activities inside the classroom, and The New School of San Francisco graduates will know that well. Graduates will exhibit life-long learning traits – they will find learning experiences in daily life, read newspapers and books about a variety of topics, seek out perspectives different from their own, and push themselves toward a deeper understanding of themselves and the world around them. In short, The New School of San Francisco graduates will demonstrate an authentic love of learning.

Agents of positive social change

The New School of San Francisco graduates will be engaged citizens of their communities and the world. They are able to work in diverse settings and demonstrate empathy for others. Graduates feel passionate about creating a more just and equitable society. They work in partnership with others to understand complex problems, and they seek creative solutions with humility. Graduates are responsible global citizens who demonstrate agency and hopefulness.

UNDERSTANDING HOW LEARNING BEST OCCURS

The New School of San Francisco will be driven by Guiding Principles, and rooted in a clear vision for graduates. Additionally, we recognize that cognitive and social neuroscience provides valuable clues about the conditions required for learning to occur most effectively. Below are The New School of San Francisco's beliefs about the how learning best occurs. Learning occurs best when...

Students feel a sense of belonging

The New School of San Francisco believes firmly that feeling part of a community is a powerful motivator for students. In fact, research shows that students' belief that they belong in a learning community is essential for rigorous learning to occur.¹³ Belongingness can lead learners to interpret setbacks and difficulty as a normal part of learning rather than a sign of inadequacy. It also allows for the free exchange of ideas, genuine curiosity, and overall joy in the learning process. The New School of San Francisco seeks to create an environment where all students and their families feel a sense of belonging. Celebrating individuality and difference and encouraging students to express themselves will be a regular parts of The New School of San Francisco approach. Belongingness will be especially important given the diverse students and families that The New School of San Francisco will serve. Teachers will employ culturally relevant teaching practices and deliberately nurture a school culture that is inclusive of students' diverse backgrounds. A deliberate focus on identity development – for example, developing students' understanding of their own background, culture, family and community – will be critical if all learners are to feel welcome and valued in the learning community and the entire school staff will prioritize this type of identity development in the learning process. Lastly, structural supports such as team teaching, small class sizes, and a K-12 model will help build a learning community where each child and family feels welcome and valued.

¹³ Cozolino, L. (2013). *The Social NeuroScience of Education*. New York, NY: W.W. Norton & Co.

Students have physical and psychological safety

Collaboration and risk-taking are imperative for deeper learning to occur. For students to truly work in cooperation with others, they must feel physically and psychologically safe in their learning environment.¹⁴ The New School of San Francisco will ensure that each student experiences a safe learning environment by encouraging meaningful relationships based on mutual respect. Additionally, practices of self-reflection and opportunities to give and receive honest feedback will cultivate self-awareness and trust on the part of learners. Peer mediation will ensure that learners feel responsible for maintaining community and safety in their own learning community. And, Restorative Practice will provide essential healing when a community norm is violated. The totality of these efforts will be a thriving community that allows for risk-taking, honesty, and rich learning for all children and adults.

Students have agency over their learning

Learners are most engaged when they feel genuinely invested in, and motivated by the task at hand. Marzano calls this process the activation of the “self-system”, and when the self-system is engaged, learners exhibit agency.¹⁵ This is one reason that identity development will be an essential foundation at The New School of San Francisco. Students’ exploration of themselves – their family, community, culture, and interests – will drive their ability to be agents of change who question the status quo and make a difference. The New School of San Francisco will facilitate agency through personalization and identity development – for example, students will have opportunities to explore their individual interests, learn at their own pace, and set personal learning goals. Additionally, students will participate in decision-making about their own learning journey and they will explore authentic community strengths and challenges to understand their own role as community advocates. Through these opportunities, The New School of San Francisco students will develop students’ passions and confidence as well as their ability to take risks and tackle complex problems.

Students have hands-on, relevant learning opportunities

Students who engage in hands-on, physical learning exhibit higher levels of concentration and increased self-esteem, which positively impact cognition.¹⁶ Additionally, students understand most deeply and are motivated to learn when concepts are embedded in a larger context.¹⁷ With this research in mind, The New School of San Francisco seeks to create hands-on, thematic learning experience for students, which will they called Inquiry Arcs. Inquiry Arcs are discrete units of study that utilize inquiry to drive learning and build students’ agency. They will provide broad context and room for exploration around an interdisciplinary theme, and Inquiry Arcs will allow students to identify patterns and connections in their learning. Additionally, students at The New School of San Francisco will have meaningful time for tinkering, proto-typing and building through a partnership with the Exploratorium (explained in Appendix D), as well as resource-rich experiences in a dual language program as well as in art and music. Finally, The New School of San Francisco’s holistic approach to assessment through expositions and documentation allows students to see the real-world significance in their learning.

¹⁴ Edmundson, Amy. (1999). Physiological Safety & learning team behavior in Work Teams. *Administrative Science Quarterly*; 44, 2.

¹⁵ Kendall, J., & Marzano, R.. (2007). *The New Taxonomy of Educational Objectives*. Thousand Oaks, CA: Corwin Press.

¹⁶ Shephard, R. (1997). Curricular Physical Activity and Academic Performance. *Pediatric Exercise Science*, 9(2), 113-126.

¹⁷ Bruner, 1966; Dewey, J. (1971). *A Common Faith*. New Haven, CT: Yale University Press. Wiggins, G. & McTighe, J. (2005). *Understanding by Design*. Prentice Hall.

Case study #2: Sergio is a 5-year old Latino boy who will begin kindergarten this fall. His mother enrolled him in The New School of San Francisco pop-up because she was hopeful that the small learning environment and one-on-one attention would nurture his kind-heartedness, curiosity and love for learning. She also felt like the student-centered environment would honor his unique strengths and needs as a native Spanish speaker with very limited English proficiency at this time. Sergio's mother actually sent his older brother, Jose, to New School SF for the first few days as well, assuming he would help Sergio feel more comfortable. She figured he could be helpful for a few days before he grew tired of "hanging out with the little kids" and spent his last week of summer at home (Jose is 11). At the beginning of the summer pop-up, Sergio was incredibly shy and clung to his brother for most of the day. He rarely spoke, and it was obvious he had trouble comprehending his peers and teachers when they spoke English. Sergio's teachers made an effort to address the topic of equity with all students – "every student will need something different to learn, and our job is to make sure everyone has what they need to learn," they told the class. With Sergio, this meant small groupings to help him get to know other students, time spent with books at his own level, and some extra one-on-one check-ins throughout the day to ensure he felt included and happy. Additionally, the teachers never discouraged the use of Spanish given Sergio's comfort and need to rely on it at times to communicate his ideas. Over the course of two weeks, Sergio made incredible progress. He gradually began testing his English language skills more, and when encouraged rather than criticized for making mistakes, he only tried harder. By the end of the week, Sergio was stringing together full sentences and using vocabulary that had come up throughout the Arc. Just as importantly, Sergio was thriving emotionally and socially. He was developing his self-confidence and making his own friends. And, even when Sergio was feeling more independent, Jose kept coming to the pop-up. The inquiry-based model meant he never got "bored" learning with the younger kids.

IV. Curriculum and Instructional Design

LEARNING ENVIRONMENT

The New School of San Francisco will provide a safe, welcoming, and enriching learning environment for students, families and teachers. Small class sizes, a Pod Time program (described on p. 25), and parent input and involvement will contribute to rigorous instruction and a vibrant school community. We know that each child will have his or her own learning and emotional needs, and the environment will be conducive to meeting a wide variety of needs while at the same time remaining safe and inclusive for all. Physical spaces will cultivate a sense of curiosity and creativity on the part of students. And, learners will experience a resource-rich environment including a Dual Language program, art, music, and tinkering, as well as after-school programming. Lastly, The New School of San Francisco will offer opportunities for students to explore their interests across the city of San Francisco. Regular excursions will drive inquiry, and students will use the city around them as a living, breathing classroom.

Small Learning Communities:

There are a number of benefits associated with small schools including increased student engagement, positive interpersonal relationships, and higher academic achievement.¹⁸ By maintaining small enrollment – about 44 students per grade added to the school - The New School of San Francisco will be an inclusive community for students and families. Early elementary classes will ideally be between 20 and 25 students, and

¹⁸ Cotton, K. (2006). *Affective and Social Benefits of Small-Scale Schooling*. Retrieved from Education.com: <http://www.education.com>.

each classroom will be staffed with a Lead Teacher and have support from a Resident teacher. (Read more about Lead and Resident teachers on p. 48) This model ensures that each student gets the time and attention he or she needs to flourish personally and academically. Additionally, small class sizes will contribute to an equitable learning community where each student experiences rich, rigorous learning at his or her own pace. As can be seen in the "A Day in the Life" section on p. 45, Mariela's teachers know her well in part because the small learning community enables authentic relationships.

Pod Time:

Each student at The New School of San Francisco will be assigned a Pod in service of long-lasting relationships and tailored support. Pod Time is similar to an Advisory program, but it is carefully planned for elementary school learners at this stage. Each learner will remain in the same Pod, with the same Pod Advisor for the entirety of their elementary years or middle / high school years. Every staff member will lead a Pod, and each Pod will house approximately 15 students and meet daily.

The goals of the Pod Time program include:

1. Relationship building
 - Developing strong, lasting relationships between teachers and students
 - Preparing students emotionally for learning through story-sharing
 - Providing parents with a strong connection for advocacy and support of their child
 - Ensuring that each student has an adult advocate at school
 - Providing deliberate opportunities for personal and academic mentorship
2. Student readiness
 - Framing each day and week so students make connections in their learning
 - Setting intentions for personal and academic growth
 - Allowing space for goal-setting and reflection
 - Building a social-emotional toolkit, including discussion and reflection of character traits
 - Promoting social-emotional learning by providing tools and practice for handling conflict, providing and receiving feedback, understanding one's self and others, acting with resilience, and having a growth mindset
 - Reviewing and reflecting on Individual Learning Plans
3. School climate and culture
 - Developing an understanding of The New School of San Francisco values and personal convictions
 - Addressing conflicts or issues that arise in the learning community
 - Promoting a positive, inclusive school climate
 - Discussing issues of diversity and difference in the learning community
 - Reading independently to build a school-wide habit of reading
 - Celebrating individual and collective growth and learning

The Pod Advisor will facilitate activities during class time and act as the primary advocate for the students in their Pod. The entire staff will contribute to a year-long scope and sequence for Pod Time, with some time left purposefully flexible to allow for play or rest, ensuring that students spend their time in developmentally appropriate ways at school.

Family Engagement & Empowerment:

Research shows that families play a critical role in their child's academic success¹⁹, and at The New School of San Francisco, families have already been critical partners in the visioning and planning of the school community. Read about family input in the Summer Pop-Up School in Appendix C and our Community Engagement Plan in Appendix E. As the school takes shape, families will continue to be an integral part of the school community in various ways. The New School of San Francisco's teachers and administrators will be committed to welcoming and working with all families to engage them in their child's education. There will be frequent communication with families through email and hard-copy newsletters. Teachers will send home regular reports of student progress, and follow up as needed in person and via phone to ensure that families are fully equipped to support their student's learning at home. Finally, The New School of San Francisco will host a variety of social and educational events to promote identity development and community building amongst families to support their growth as advocates for their children and their communities. Events might include back-to-school night, book clubs, parent educational seminars, exhibitions of student work, and student performances. Families will accompany their child to tri-annual student-led conferences to stay informed about their child's progress, and know how to support their student's learning and personal growth at home.

For more detail on The New School of San Francisco's plan to engage and empower families, please read the our Family-Focused Model, which can be found in Appendix D. This document provides a family-oriented perspective on core aspects of our educational program, governance, and community engagement and is being used in our outreach efforts with parents and community organizations.

Physical space:

The New School of San Francisco will explore a variety of space options prior to opening. In doing so, we will prioritize spaces that have open learning spaces to breed community and transparency. We will consider the way in which space may allow students to drive their own learning, exhibit agency and choice, and feel safe and welcome at school each and every day. The New School of San Francisco also hopes to take advantage of the temperate San Francisco climate and find space that will allow for indoor and outdoor learning to occur. Partnership with the Exploratorium will allow access to the tinkering studio and to the museum itself. With that in mind, The New School of San Francisco will search for space that is near, or accessible by public transport to the Exploratorium, as well as a space that is accessible to potential families. In the "Day in a Life" section on p. 35, Mariela moves through a variety of spaces – small group learning environments, merged classes, outdoor playtime, and more. These environments are deliberate and designed to facilitate her learning and development.

Resource-rich learning:

Core academic subjects will be the foundation of the student learning experience, but far from the complete picture at The New School of San Francisco. Exploratories, which are discrete blocks of time for art, music, and tinkering, will take place every day and provide a space for creative expression and thought. The academic calendar, structured in trimesters, will allow students to dive deeply into each of these topics for a trimester at a time. Exploratories will be focused on teaching creativity, inquiry, curiosity and agency, and students will be encouraged and expected to bring these traits to their core academic classes and their everyday lives as well. Additionally, students will participate in a Spanish dual-language program, which allows for language practice every day. Language study will be thoughtfully integrated into each Inquiry Arc

¹⁹ Henderson, A. & Mapp, K. (2002). *A New Wave of Evidence: The Impact of School, Family and Community Connections on Student Achievement*. Austin, TX: Southwest Educational Development Laboratory.

to ensure that students have opportunities for authentic speaking and listening about content they are studying. Co-planning time between Language teachers and Core Subject teachers will occur weekly (see Calendar & Schedule on p. 33 for more details on teacher planning time.)

“Resource-rich” learning will be made possible through creative partnerships within our community and family involvement and participation. The New School of San Francisco will seek out opportunities to bring subject-matter experts to school to speak with students, and to expose students to accomplished community members, artists, designers, engineers and more to inspire and drive their learning. In short, The New School of San Francisco seeks to leverage the immense resources of our community to enrich student learning.

The city as a classroom:

The learning environment at The New School of San Francisco is not limited to the four walls of a classroom. Rather, learning will occur all across San Francisco so students understand the limitlessness of learning in everyday life. For example, as students explore geometry, they might utilize the Golden Gate Bridge as a case study in engineering. Or, while studying human migration and immigration, students might visit the Museum of the African Diaspora in downtown San Francisco. By taking advantage of the richness of our community, students will grow to understand that learning happens in our everyday lives. They will develop a sense of curiosity as well as hone their own interests.

INSTRUCTIONAL APPROACH

The educational program at The New School of San Francisco will utilize instructional practices that have been proven to promote student learning. Teachers and administrators will develop and implement an innovative educational model that addresses the needs of the whole child and emphasizes academic, personal, social, and emotional development. The New School of San Francisco teachers will be hired based on their love and respect for the whole child, commitment to social justice, love for learning and curiosity, and mastery of inquiry-based education. Educators will be well informed in their practice and they will consistently reflect and improve their teaching. The foundational elements of our educational model will be 1) Inquiry Arcs to drive learning; 2) Personalized learning; 3) Integrated social-emotional development; 4) Dual language study, and; 5) Connectedness to our community and world.

Inquiry Arcs to drive learning:

The New School of San Francisco will utilize Inquiry Arcs, which are discrete units of learning, to drive curiosity. Inquiry Arcs are based on a constructivist model of education, wherein learners construct their own meaning and knowledge through experiences and encounters. This method allows students to cultivate their own interests and passions and develop a deep, thoughtful understanding of material, which stays with them over time.²⁰ The “Day in the Life” section on p. 35 illustrates the way an Inquiry Arc might look and feel to a child on any given school day. Additionally, a sample Inquiry Arc can be found in Appendix B, and the instructional materials from our Summer Pop-up School can be found in Appendix C.

²⁰ Bruner, J. (1966). *Toward a Theory of Instruction*. Cambridge, MA: Harvard University Press.

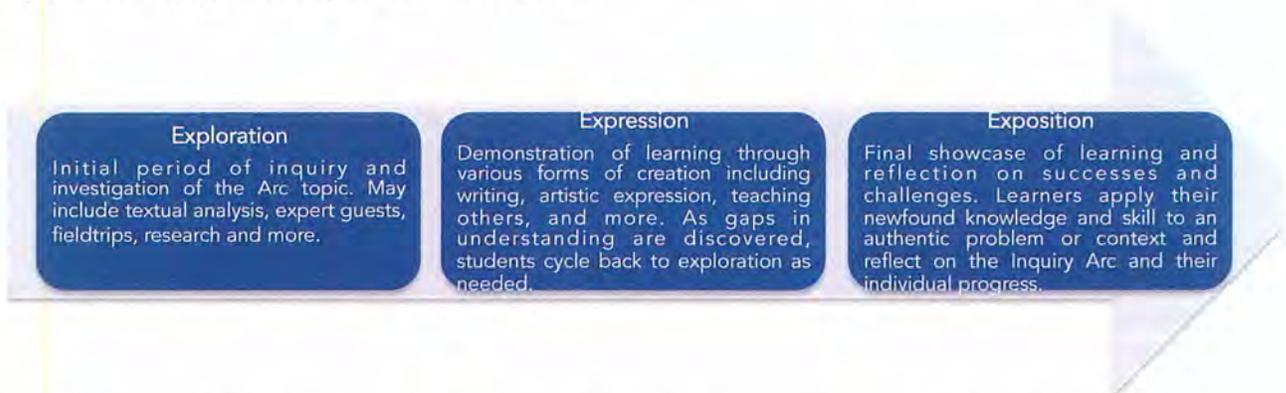
Vygotsky, L (1978). *Mind in Society: The Development of Higher Psychological Processes*. Cambridge, MA: Harvard University Press.

What is Inquiry?

The New School of San Francisco will use an inquiry-based approach to teaching and learning to help students ask questions, make discoveries and build a rich understanding of content. With this in mind, The New School of San Francisco will be guided by the Exploratorium's approach to inquiry as follows:²¹

- The inquiry process is driven by one's own curiosity, wonder, interest, and passion to understand an observation or to solve a problem.
- The process begins when the learner notices something that intrigues, surprises, or stimulates a question – something that is new, or something that may not make sense in relationship to the learner's previous experience or current understanding.
- The next step is to take action – observing, raising questions, making predictions, testing hypotheses, and creating conceptual models.
- The learner must find her or his own pathway through this process. It is rarely a linear progression, but rather more of a back-and-forth or cyclical series of events.
- As the process unfolds, more observations and questions emerge, providing for deeper interaction with the phenomena – and greater potential for further development of understanding.
- Along the way, the inquirer collects and records data, makes representations of results and explanations, and draws upon other resources such as books, videos and the expertise or insights of others.
- Making meaning from the experience requires reflection, conversation, comparison of findings with others, interpretation of data and observations, and the application of new conceptions to other contexts. All of these serve to help the learner construct an improved mental framework of the world.

Inquiry Arcs will provide the foundation for a rich learning experience at The New School of San Francisco. They will last between six and twelve weeks, and shall include three phases – exploration, expression, and exposition. These phases may be visualized below:²²



There are numerous benefits associated with inquiry-based teaching and learning. The New School of San Francisco has chosen this approach for five primary reasons:

²¹ San Francisco Exploratorium, Inquiry Philosophy. Retrieved from: <http://www.exploratorium.edu/ifi/about/philosophy.html>

²² The New School of San Francisco's three phases of an Inquiry ARC – Exploration, Expression, & Exposition – are based on the approach that Brightworks SF uses, which were developed by Gever Tully.

- *Interdisciplinary teaching and learning:* Students will be asked to think critically about the interconnectedness of different content areas, subjects and topics. For example, students might practice measurement alongside history by observing the architecture in downtown San Francisco. Or, students might express their understanding of climate science by writing a letter to their SF Supervisor about the benefits of renewable energy sources. With the Common Core State Standards as a foundation for each unit, these types of projects will help students make connections, understand themselves as learners, and see the application of newfound knowledge and skills in the world around them.
- *Time for exploration:* Inquiry Arcs begin with “exploration”. This phase provides time and space for students to explore the topic at hand in alignment with their own personal interests. Exploration may include question generation, reading and research, guest speakers with expertise or experience in the field of study, community visits and fieldwork, or independent and collaborative studies. These activities will be curated with purpose so that students explore while simultaneously working toward their own learning goals and developing new skills.
- *Depth over breadth:* Inquiry Arcs ensure that students develop a deep understanding of subject matter. The interdisciplinary nature of Arcs means that students are diving into various aspects of the same content in all subjects. Therefore, by the end of a specific Arc, students have had sufficient time and space to dig deeply into content in a variety of ways. This depth helps students to retain their learning and equips them to apply that learning in new ways.
- *Relevancy:* Students learn best when they feel as if their learning matters.²³ The New School of San Francisco will utilize Inquiry Arcs to ensure that students see and experience the relevancy of their learning. Students will solve real problems, generate authentic solutions, and work in partnership with the community they live and learn in. These experiences will ensure that students do not perceive a disconnect between life and learning – rather they see them as intimately connected in school and in their everyday lives.
- *Opportunities for authentic creation:* Arcs will culminate with an exposition that is an authentic demonstration of learning. Exhibitions will take on countless forms; however, some examples might be: a presentation to community members about the need for increased attention to homelessness in the city; a mural in the school about health and wellness; an open-mic night where students perform original poetry. These exhibitions will allow students to apply their learning to something meaningful and authentic, which will further increase the agency they assume in their own learning.

More specific information about Inquiry Arcs can be found in the Curriculum Design (p. 34)

Personalized learning:

Personalized Learning will be a key pillar of The New School of San Francisco’s philosophy, and it begins with knowing each individual child. Through a strong Pod Time program and small class sizes, The New School of San Francisco seeks to understand each student’s strengths and areas for growth, as well as his or her interests, passions and ambitions. From there, The New School of San Francisco will create a learning environment where students’ individual needs are met, and their collective potential is tapped. Rooted in the

²³ Farrington, Camille A. (2013). *Academic Mindsets as a Critical Component of Deeper Learning*. University of Chicago, Consortium on Chicago School Research.

research of Carol Ann Tomlinson and David Sousa, The New School of San Francisco will maintain five key principals of effective differentiation.²⁴

1. Classrooms are respectful of each student. No matter what their ability level, students' tasks are engaging and require complex thought and problem-solving.
2. Curriculum is rooted in the critical ideas of a topic. Understanding is prioritized over recall.
3. Teachers use flexible grouping. Groups may be based on interests, learning preferences, or specific learning needs. Groups may be selected by the teacher, the students, or randomly. The length of time groups stay together varies as well. Grouping is interwoven with whole group instruction and independent work.
4. Teachers use ongoing assessment to inform their instruction. A variety of assessment tools are used before, during, and after every unit of study.
5. The learning environment supports students in academic and personal risk-taking. Students feel physically and psychologically safe and connected in a community of learners.

In order to truly execute personalized learning, each child at The New School of San Francisco will keep an Individualized Learning Plan (ILP). This plan will track individual goals, achievements, progress, challenges, and interests. It is also where teachers will document individual feedback and reflection to help students grow and learn over time. This ILP will also be a place for students to document their personal growth and identity development over time. Each student will keep a journal in their ILP to capture reflections, thoughts and ideas that will undoubtedly grow and change over many years. A sample ILP can be found in Appendix B.

Successful implementation of this approach will require that teachers have meaningful relationships with their students and families, as well as a rich understanding of child development and constructivist teaching and learning. The New School of San Francisco will prioritize teacher support for personalized learning through professional development and collaboration time. Our model for Professional Development is outlined beginning on page 45.

Integrated social-emotional development:

In attending to the whole child, The New School of San Francisco will incorporate social-emotional development into all aspects of teaching and programming. The New School of San Francisco views social-emotional learning as the process of identifying and applying skills to know oneself, setting and working towards goals, empathizing, building positive relationships, engaging in conversations about diversity and inclusiveness, and making responsible decisions.

Social-emotional learning (SEL) has gained significant attention in recent years by both researchers and schools, and its effects have been well documented. Durlack and Weissberg conducted a meta-analysis of 379 SEL programs and concluded that a focus on SEL produced a wide variety of positive effects for students. For example, students attended school at higher rates, performed better in their classes and on tests, and were less likely to be suspended or expelled.²⁵

At The New School of San Francisco, SEL is a focus at every grade level and a primary component of teacher development. We recognize that SEL cannot be taught and exercised in bursts, but must be demonstrated and practiced continuously. The majority of explicit SEL instruction will take place through activities, individual

²⁴ Sousa and Tomlinson (2011).

²⁵ Durlack, J., Weissberg, R., Dymnicki, A., Taylor, R., & Schellinger, K. (2011). The Impact of Enhancing Students' Social-Emotional Learning: A Meta-Analysis of School-Based Universal Interventions. *Child Development*, 405-432.

and group conversation, and verbal transparency in Pod Time; however, SEL is also a mindset that all staff will be committed to modeling in every interaction at The New School of San Francisco: in the classroom, amongst staff, and in family and community relationships.

The Collaborative for Academic, Social, and Emotional Learning (CASEL) has created a framework that will be useful for The New School of San Francisco to build a common language around SEL guiding principles. Because SEL is unique to each child, these SEL core competencies can be used by teachers to build their own SEL rubrics, to know what to look for in observation and narrative documentation about students' personal growth, and to evaluate school wide SEL programs and evaluation methods.

- *Social and Emotional Learning Core Competencies:*²⁶
 - *Self-awareness:* The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.
 - *Self-management:* The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.
 - *Social awareness:* The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.
 - *Relationship skills:* The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.
 - *Responsible decision making:* The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of oneself and others.

Dual language study:

Presenting language through inquiry will further enrich students' social and academic experience at The New School of San Francisco. Be it the desire to star in a short play, understand a joke, or sing along to a song, students possess an intrinsic motivation to explore and acquire language. Additionally, bilingualism and multilingualism are critical traits of 21st century learners. Language skills not only allow for communication across lines of difference – they also encourage and facilitate cross cultural collaboration and understanding. This rationale has led The New School of San Francisco to build daily language study into its model for all students. (Detailed information about Dual Language at The New School of San Francisco can be found in Appendix B). Initially, The New School of San Francisco will focus solely on Spanish instruction, with the eventual goal of adding a second language choice for students. In early grades, students will focus on vocabulary acquisition and conversational skills through Inquiry Arcs to build a strong foundation for literacy. Culminating Expositions will allow students to demonstrate their learning through presentations, as well as through drama, music, art, and projects, translating new language knowledge into practice through

²⁶ CASEL. (2014). Social-emotional Learning Core Competencies. Retrieved from: <http://www.casel.org/social-and-emotional-learning/core-competencies>

collaborative work. Students will have extensive exposure to elements of Spanish literacy through these learning experiences.

As students advance in language proficiency at The New School of San Francisco, additional explicit literacy instruction will use the Common Core State Standards in Spanish as a guide to assess language proficiency while maintaining teachers' ability to adapt content to student curiosity. While all students will finish elementary school with a strong conversational grasp of the target language and a solid literacy base for continued learning, many will exceed this learning target given the differentiated instruction model. Fluid classrooms will allow leveled student groups for targeted instruction some days, and mixed-proficiency groups to elevate peer modeling and student-led language practice other days. Students can expect to work with a variety of peers as they move through individualized language plans that achieve rigorous learning through both collaboration and leveled practice between native and non-native speakers at The New School of San Francisco.

Teachers will instruct solely in Spanish during the language block, focusing on content that mirrors the Inquiry Arcs that guide student learning throughout the day. Spanish instruction will enhance the learning in core subject areas using a different linguistic and cultural lens to deepen student understanding. In parallel, Spanish instructors' collaboration with colleagues will enable alignment and integration of content into other aspects of students' day; school celebrations, art projects, and history lessons taught in English will equally reinforce students' learning of the Spanish language and cultures. For example, in the sample Inquiry Arc (found in Appendix B) students explore the question, "What is San Francisco?". Here, the language unit might focus on the importance of the Spanish language and Spanish-speaking communities in the city. In language arts, students could learn the history behind murals in the Mission and create their own in art class. While a dedicated Spanish class will create clear linguistic expectations for students, close educator collaboration around content will ensure that students build on their learning throughout the day. Throughout the language program, engaging content and constant real-life application will help students view language as a vehicle of learning, and let their natural curiosity drive language instruction.

The "Day in the Life" section on p. 35 provides a small glimpse at the way Dual Language study will look and feel for a student at The New School of San Francisco.

Connectedness to our community and world:

The last key pillar of The New School of San Francisco's instructional approach is focused on a connectedness to our community and the world around us. This priority will not be a "stand-alone" strategy. Rather, The New School of San Francisco will focus continuously on cultivating responsible, civic-minded leaders through rigorous academic work and a well-rounded educational experience. The diversity of The New School of San Francisco's students, families and staff will be an enormous asset in realizing this priority.

Inquiry Arcs will enable The New School of San Francisco to infuse connectedness into the daily and weekly schedule. Arcs will often incorporate exploration and investigation about our city and our environment – leading students to inquire about their ability and responsibility to make an impact. Additionally, Inquiry Arcs may bring experts, scholars or community members into the learning process so that students can see the real-world application of their learning and the connection that different topics have to real people in the city where we live. These visitors will represent the diversity of our student body. They will come from different backgrounds, neighborhoods, and professional experiences. Perhaps more important for our students, they

will come from diverse racial, linguistic and spiritual backgrounds as well. This will be critical in helping our students imagine themselves as whatever they dream to be in the future.

One school, which demonstrates this commitment to connectedness, is Citizens of the World Charter Schools in Los Angeles and New York City. Citizens of the World states: “We are preparing our students to emerge as a new generation of leaders – as trailblazers who are ready to tackle the future challenges in our world and surpass the conceived limitations of what students, communities, parents, and schools can achieve in the world.”²⁷ The New School of San Francisco has deliberately learned from this and other models, which have developed an instructional approach and specific strategies for ensuring that teaching and learning remains connected and grounded.

PROPOSED SCHEDULE AND CALENDAR

School Year

The instructional day at The New School of San Francisco is designed to reflect the school’s mission and values. Additionally, the academic calendar will comply with the annual instructional minutes requirements set forth in Education Code 47612.5. The proposed school calendar for 2015-2016 will include 180 instructional days and 203 teacher workdays (180 instructional, 15 summer Professional Development, 5 school year Professional Development, and 3 end of year days). Specific information about teacher workdays is outlined in the Professional Development section, which begins on p. 45. The information below outlines our proposed calendar at a high level given the best information we have now; however, it is possible that certain details may change depending on space constraints and the Exploratorium’s schedule as an important partner in our work. All elementary grades (K-5) will include the following structural elements.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:30 – 9:00a	Pod Time	Pod Time	Pod Time	Pod Time	Pod Time (whole school meeting)
9:00 – 10:15a	Literacy	Literacy	Literacy	Literacy	Literacy
10:15 – 10:35a	Snack + movement				
10:35 – 11:50a	Numeracy	Numeracy	Numeracy	Numeracy	Numeracy
11:50a – 12:30p	Lunch & play				
12:30 – 12:50p	Mindfulness & rest				
12:50 – 2:10p	Inquiry Block				
2:10 – 2:55p	Spanish language study				
2:55 – 3:40p	Exploratory (Tinkering, art, or music)				

²⁷ Citizens of the World. (2014). Mission statement. Retrieved from: <http://www.citizensoftheworld.org/our-mission>

An important part of The New School of San Francisco’s calendar not captured in the daily schedule are the monthly fieldwork days. Once a month, all students will spend a day off-site exploring an aspect of their current Inquiry Arc and/or contributing positively to the community through volunteerism or service learning. Fieldwork days will be led by exploratory teachers as well as families and community members who have relevant experience or expertise in a given content area or subject. Therefore, full time core subject teachers and language teachers will remain on campus for targeted professional development and collaborative work time. This aspect of the calendar ensures that students’ learning is relevant and community-centric, and that teachers have ample time devoted to their own growth and learning. (More on Professional Development at The New School of San Francisco can be found on p. 45).

Daily and weekly schedules:

The New School of San Francisco’s schedule and annual calendar currently amounts to more than the minimum number of instructional days set forth in Education Code 47612.5 and more than the required number of 175 school days. Education Code Section 47612.5 currently requires the following minimum number of annual instructional minutes in charter schools:

- a) To pupils in kindergarten, 36,000 minutes
- b) To pupils in 1 to 3, inclusive, 50,400 minutes
- c) To pupils in 4 to 8, inclusive, 54,000 minutes

As demonstrated below, students will have 75,120 minutes of instructional time (not including lunch + play time or mindfulness + rest time) each year.

	Number of minutes per day	Number of days in proposed calendar	Instructional minutes per year
Instructional minutes per regular day ²⁸	420	172	72,240
Instructional minutes per field work day	360	8	2,880
Total Instructional Minutes per Year			75,120

CURRICULUM DESIGN

The New School of San Francisco’s curriculum is designed to focus on students’ academic, personal, social and emotional growth. The Common Core State Standards (CCSS) and the Next Generation Science Standards will be used as a foundation to guide instruction and academic performance goals, and The New School of San Francisco will utilize inquiry-based, thematic units to engage with material across all subjects.

As described previously, Inquiry Arcs will be the structure through which all instruction occurs. In order to fully explain how Inquiry Arcs work across subjects, a sample Inquiry Arc is provided in Appendix B. Additionally, below is a description of The New School of San Francisco and participation in the sample Inquiry Arc through the eyes of a student.

²⁸ Note: Instructional Minutes per day does not include Lunch/Play time or Mindfulness & Rest time

A day in the life of a student at The New School of San Francisco:

The following provides an example of what a day at The New School of San Francisco might look and feel like for a student. We anticipate that no day will look exactly alike, so the description below is solely demonstrative.

Pod Time (8:30-9:00am)

Mariela settles into Ms. Amante's classroom for morning Pod Time. She drops her backpack off in her cubby, and makes her way to the community circle. Ms. Amante opens the morning circle with a warm welcome, and a community-building question: "What are you grateful for this week?". Each student responds, and Mariela tells her classmates that her grandmother recently visited San Francisco. She is grateful to have spent that time with her grandmother. Ms. Amante reminds the students that they have been reflecting on "gratitude" this week, and then she thanks each student for reflecting and sharing. After morning circle, students check in with a Peer Partner to discuss the goals they set for this Inquiry Arc. The theme of this Arc is, "What is San Francisco?". (The sample Inquiry Arc can be found in Appendix B.) Mariela is paired with James and each takes a turn explaining his or her goal, progress made, and challenges thus far. Ms. Amante helps to structure the time and discussion so students practice their active listening and communication skills.

Literacy (9:00 – 10:15am)

Mariela settles into Literacy, which is being held in the school's library. There are 45 other children in her class today because Mariela's first grade classroom is often combined with one of the Kindergarten classes. Her teacher has explained that both classes are practicing their reading skills, so it's helpful for the two teachers to work together, and for the students to work together in their learning. Mariela finds her reading group, which is made up of five students – a mix from both classes who read at a similar level to her. Mr. Benson, Mariela's core subjects teacher, reminds students that each group will have 10 minutes to review and discuss their group norms. Mariela and her group members discuss their "Active Listening" with their Residency teacher, Ms. Wong. "How might you show your fellow group members that you are active listening?" she asks.

The rest of the class is focused on small-group Reading or Writers Workshop. Mariela knows that this piece of writing is only in its first draft stage, so she does her best on the spelling. She knows there will be a peer-editing process, and that Mr. Benson will read her work before the final drafting stage, so it feels good to take some risks.

Snack + Movement (10:15 – 10:35am)

Mariela and her classmates part ways with the Kindergartners, and make their way outside. Ms. Wong leads the students in about 5 minutes of "brain and body exercises", which includes some kinesthetic movements and some stretching. Mariela and her classmates love to end movement time with a short game of "Zip, Zap, Zoom". After that, Mariela sits with two friends to eat her snack and she spends the last few minutes outside playing tag with a larger group.

Numeracy (10:35 – 11:50am)

As part of the "What is San Francisco" Inquiry Arc, Mariela and her classmates have been practicing estimation. When Mariela enters the classroom, Mr. Benson has set rulers at each student's learning station along with the sketches students created while they observed the San Francisco skyline yesterday. Mr. Benson opens class by inviting students onto the carpet to review estimation and the measurement process. Then, he explains that today, students will first estimate the size of buildings on their sketches, and then estimate the size of buildings in actuality. Mariela and her two classmates collaborate and trade ideas about estimating most accurately. After they feel good about their estimations, students check their estimation using an iPad and looking up the actual height of buildings they drew.

Lunch & play (11:50 – 12:30pm)

Mariela gets lunch and takes it outside. She notices her Pod Time Advisor, Ms. Amante, sitting in the shade with a

small group of students so she joins them. After finishing their lunch, Mariela and her classmates join a game of pick-up soccer.

Mindfulness & rest (12:30 – 12:50pm)

Back in Mr. Benson's classroom, the lights are dimmed and soft music plays in the background. Mariela finds a beanbag chair and a book. Other students shut their eyes to rest, or practice mindfulness the way they learned early in the school year.

Inquiry Block (12:50 – 2:10pm)

One of the questions students raised early on in this Inquiry Arc was, "What causes earthquakes?". For this reason, Mr. Benson begins class today with this very question. After he poses it to the class, Mariela and her classmates have five minutes to simply think, draw, or write their ideas related to this big question.

Then, Mariela and her classmates make their way into a circle on the carpet. Mr. Benson leads them through a series of questions to elicit the students' ideas. Mariela raises her hand. "Maybe something under the ground is moving," she says. Mr. Benson latches onto that idea and asks a series of questions to help the students understand the concept of plate tectonics.

Spanish Language study (2:10 – 2:55pm)

Language study is Mariela's favorite time of day. Speaking in Spanish, Mr. Garcia welcomes students into the class and briefly reminds the class that they have been focusing on the history and culture in El Salvador for the past week, as well as the Salvadorian community in San Francisco. Then, Mr. Garcia explains, through a short mini-lesson, that El Salvador's location makes it vulnerable to earthquakes. "Does anyone know what causes earthquakes?" Students chime in with responses that recap the learning they have just done in Science. Mr. Garcia pauses to introduce five new words during the opening mini-lesson, and students write each word and a short definition in their vocabulary notebooks.

After that, Mariela and her classmates read a short article about the 2001 earthquake in El Salvador and its effects on the country. As a class, they dissect each sentence to construct meaning. The class ends with a 10-minute reflective exercise, in which students think, draw or write about their feelings related to this reading. Mariela draws a family experiencing sadness because their house has been destroyed. She also writes, "La familia es triste," at the top of her journal page.

Exploratory (2:55 – 3:40pm)

In music, Mariela and her classmates are studying Jazz. They are preparing for an upcoming Field Day where the students will explore two distinct San Francisco neighborhoods – Potrero Hill & the Fillmore. While in the Fillmore, students will visit with long-time residents who are also musicians. They will discuss the musical history of the neighborhood before students get to see a live performance. Today, Ms. Jones, who is also the mother of a New School student, has brought several different instruments to class and spread them out on different tables. Mariela and her classmates rotate to each table with an investigatory notebook. They document Noticings, Questions, and Predictions about each instrument in pictures and words. During the last 15 minutes of class, Ms. Jones works with the class to identify themes in their documentation, which the class will bring with them on Field Day.

Instructional Planning:

Instructional planning will be organized into three steps: 1) Long-term planning, 2) Unit planning, and 3) Weekly lesson planning. Through these three steps, the teachers will develop plans that align to our educational approach and the CCSS standards. Collaboration is a critical aspect of instructional planning, and teachers in common grade-levels and content areas will conduct planning together to push their own development and ensure rigor and relevance across all classrooms.

Step	Process	Who	When
Long-term planning	Develop Inquiry Arcs for the year & map curriculum to CCSS within the year-long calendar	Teachers	August
	Develop scope and sequence for Pod Time	Teachers & Admin	August
Unit Plan Development	Create learning arc plan including opportunities for guest educators and fieldwork	Teachers, grade-level groups	Trimesters
	Determine interdisciplinary exhibition work products and experiences	Teachers, grade-level groups	Trimesters
Weekly lesson plans	Develop weekly lesson plans based on Inquiry Arcs	Teachers	Weekly
	Develop specific activities and lessons for Pod Time based on the Scope and Sequence	Teachers & Admin	Weekly

Long-term planning:

The New School of San Francisco will provide each student with a rigorous inquiry-based education. Long-term plans will outline the high-level Arcs that will drive students to ask insightful questions and achieve their individual learning goals over the course of a given year. Each grade level will map the Common Core State Standards onto a school year calendar, alongside key opportunities for students to pursue their own interests and passions. The curriculum content will be divided into trimesters for pacing purposes. A sample long-term plan (borrowed from Creekside 21st Century Learning Lab School in Portola Valley, CA) can be found in Appendix B. Additionally, staff will develop a scope and sequence for Pod Time activities. The high level goals for this time are detailed on p. 25.

Unit planning:

The New School of San Francisco’s curriculum will be presented in thematic units called Inquiry Arcs (explained on p. 28). Using a thematic approach helps students to make connections between their own lives and new content and between different academic disciplines. By making connections, students will increase their mental capacity for memory and problem solving and therefore, they will be more able to apply learning to new situations and experiences.²⁹

The New School of San Francisco teachers will meet collaboratively to plan Inquiry Arcs before each trimester begins. They will begin by analyzing each student’s progress to date and the individual and collective progress they hope to see in the next Arc. From there, teachers will design a culminating “exposition” that allows students to demonstrate their learning in an authentic way. The inquiry-based approach at The New School of San Francisco means that teachers do not plan specific learning objectives for each day. Rather, they know broadly where the unit is headed and they build in experiences, which are designed to expose

²⁹ Caine, G. & Caine, R. (1994). *Making Connections: Teaching and the Human Brain*. Boston, MA: Addison-Wesley Publishing.

students to new content and ideas. Teachers also know each student's individual goals, as outlined in their Individual Learning Plan (explained on p. 30), which allows them to plan for the specific students and their needs. Students play an active role in constructing their own learning experience throughout each Inquiry Arc. They are consistently asking questions and reflecting on their own learning so they may circle back to source material, converse with others or ask better questions to deepen their understanding of content.

Weekly lesson planning:

The New School of San Francisco's teachers will craft weekly lesson plans based on the learning activities and goals of each Inquiry Arc. Teachers will adapt and schedule activities as needed to meet the needs of their own students. They will also plan ways to differentiate activities based on previous assessments, ongoing observations and the learning styles of individual students. Lesson plans will be flexible so teachers can adjust pacing as needed. Teachers will do frequent checks for understanding to ensure appropriate adjustments.

Subject Areas:

Language Arts:

Strong literacy skills are essential for student success in school, but more importantly, they are critical for life-long learning and becoming a fulfilled adult. At The New School of San Francisco, we will provide every student with a comprehensive Language Arts curriculum that incorporates crucial skill-building, regular practice in reading, writing, listening and speaking, and opportunities for creative expression. The New School of San Francisco will emphasize literacy for authentic purposes – both academic and personal. One unique purpose of literacy emphasized at the New School of San Francisco includes identity development. Students will read and write to know themselves better, build their self-efficacy, and develop a strong sense of identity that enables them to collaborate across lines of difference and exhibit agency about the things they care most about.

Research shows that students who spend more time actually reading and writing in school become better readers and writers.³⁰ With that in mind, The New School of San Francisco will employ a balanced literacy approach. Utilizing the Common Core State Standards as a guide, we will integrate the standards into Inquiry Arcs, and therefore, literacy will be addressed explicitly during literacy blocks and in an ongoing fashion through all subject areas. Instruction will include intentional development of fluency, comprehension strategies and analytic skills – all of which contribute to robust literacy skills for all children. Additionally, students will be exposed to a variety of genres and increasingly complex text over the course of their academic trajectories. The New School of San Francisco will utilize multiple diagnostic measures to understand each student's strengths and areas for growth, and this data will enable teachers to personalize learning for each student. Most importantly, the literacy program will be designed to instill a love of reading in students.

Reading instruction will utilize the following key components:

- Independent Reading: Students will engage in independent reading regularly in Pod Time. This will help students build the habit of reading in their daily lives, and it will support their work toward becoming proficient readers. Each student will read a text that is at their own level, and teachers may use this time to conference with students about their literacy skill development or overall attitude toward reading.
- Readers Workshop: The New School of San Francisco will empower students to drive their own learning through reading. Reader's Workshop will allow students to select their own books and

³⁰ Allington, R., & Cunningham, P. (2002). *Schools that Work: Where All Children Read and Write*. Boston: Allyn and Bacon.

progress at their own pace. The format of Reader's Workshop may vary, but it will generally incorporate a mini-lesson, peer sharing and feedback, teacher/student conferences, and ongoing reflection.

- *Personalized Goals:* At The New School of San Francisco, we know that each student will progress at his or her own pace. Therefore, each student will set individualized goals for reading, writing, speaking and listening.
- *Ongoing assessment:* Assessment will be an important part of the reading program, as it will inform students of their progress and help teachers meet student needs effectively. At the beginning of the year, and the end of each trimester, teacher will assess students reading levels. Additionally, teacher will use informal reading inventories and student-teacher conferences to understand the qualitative evidence of each student's learning and growth.
- *Literacy across the curriculum:* Literacy will not only be addressed in the literacy block of students' schedules. Rather, reading writing, speaking and listening will be a part of every core academic subject and elective. Students will practice academic reading and writing in all subjects, and they will reflect in writing and through conversation with others about their work.
- *Book study:* Throughout each year, students will have the opportunity to explore a variety engaging texts. Not only will they study the conventions of different literature and genres, but they will also react to it from a personal standpoint and discuss the texts with their classmates. This "book study" is meant to emphasize the personal fulfillment and exploration that can come from reading.
- *Word work:* In the early grades, students will practice phonemic awareness, phonics skills and vocabulary. They will utilize word work lessons to engage in these concepts through multiple modalities.

Writing instruction and The New School of San Francisco will focus on the writing process – both for communicating academic content and learning, as well for personal expression and reflection. Students will have opportunities to write across genres through Inquiry Arcs broadly, and in writer's workshop. Teachers will guide students through the writing process of pre-writing, writing multiple drafts, feedback/revision, and publication. And, the Common Core State Standards will provide guidance for writing in all grade-levels. The New School of San Francisco will also use the 6+1 Trait Writers Model developed by Education Northwest, which was recently found to increase writing scores in 5th grade classrooms.³¹ This model can be integrated throughout the writing process and integrated into thematic units like the Inquiry Arcs at The New School of San Francisco. Additionally, it allows students to review and improve their own writing.

Writing instruction at The New School of San Francisco will utilize a variety of structures and groupings. For example, teachers may use direct instruction and mini lessons, partner / small groupings, shared writing experiences, or individual teacher-student conferences. These different structures will help serve students who learn in a variety of different ways and it will allow all students to lean on their strengths at times, while practicing their areas for growth at other times. Writing will not only focus on skill development and the technical aspects of writing, it will also be a vehicle for student voice and expression. Students will be encouraged to write about their own interests, be creative, and imagine new things through writing.

³¹ A recent study found that using 6+1 Trait Writing Model increased writing scores in a 5th grade classroom. Coe, M.; Hanita, M; Nishioka, V.; Smiley, R...(2011). *An Investigation of the Impact of the 6+1 Trait Writing Model on Grade 5 Student Writing Achievement*. REL Northwest.

Numeracy:

Mathematics and quantitative reasoning skills will be central at The New School of San Francisco. At all grade levels, students will participate in engaging, inquiry-based, hands-on math activities that require critical thinking, problem-solving, and conceptual understanding. The New School of San Francisco will hold high expectations for all students in math development, and will provide ample support for students to reach these expectations. California's Common Core Content and Practice Standards will provide a foundation for work in math.

A cohesive math curriculum will incorporate math fluency and accuracy, as well as conceptual understanding of important mathematical ideas and mathematical reasoning. It will provide frequent opportunities for the use of academic language. Hands-on activities in the classroom, as well as in the Tinkering Studio at the Exploratorium, will help students appreciate the connections between math concepts and the world around them and provide them with an opportunities to practice "math talk" in authentic settings. Similarly, math will be applied in various ways through Inquiry Arcs. In these Arcs, students will explore complex problems that require the use of quantitative reasoning and collaborative problem-solving skills. They will postulate multiple potential solutions and justify their posits.

As is true across the curriculum, differentiation will be used by teachers to account for the variety of mathematical experiences and skills in a typical classroom. Students will regularly identify strengths and areas for growth in their Individualized Learning Plan, and teachers will provide opportunities for flexible pacing and grouping in service of meeting diverse student needs. Pre assessment and ongoing assessment will be crucial in making sure that every student is suitably challenged and receives the support he or she needs.

The mathematics curriculum will be mapped to California's Core Content standards at each grade level. In developing curriculum, teachers may draw on a number of resources developed by renowned math educators that align with the school's educational philosophy and inquiry-approach. At the elementary level, The New School of San Francisco will use Pearson Education's Investigations in Number, Data, and Space® and other supplemental lessons and materials. In the middle school, the school will use units from the Connected Mathematics program, Bridges in Mathematics® and possibly the CGP Education courses in math, as well as additional resources. These research-based programs focus on developing conceptual understanding with a strong emphasis on hands-on activities and problem-solving.³² For grades 2-8, we many also use Pearson's *Math Navigator*, a modular intervention program.

Science:

The science program at The New School of San Francisco will emphasize inquiry, curiosity, collaboration, and scientific literacy. Throughout their years at New School, students will engage deeply in the practices of science, providing a path to deep comprehension of the core ideas of science, familiarity with cross-cutting concepts, and the critical thinking skills necessary to gain their own knowledge.

The program will be guided by *A Framework for K-12 Science Education: Practices, Crosscutting Concepts,*

³² For TERC's research base, see Flowers, J. (1998). "A Study of Proportional Reasoning As It Relates to Development of Multiplication Concepts." Doctoral dissertation, University of Michigan, Ann Arbor, MI. Goodrow, A. M. (1998, May). "Children's Construction of Number Sense in Traditional, Constructivist, and Mixed Classrooms." Doctoral dissertation, Tufts University, Medford, MA. (Modes of Teaching and Ways of Thinking). For Connected Mathematics see Eddy, R.; Berry, T. (2008) The Effects of Connected Mathematics Project 2 on Student Performance: Randomized Control Trial. Claremont Graduate University.

and Core Ideas, developed by the National Research Council of the National Academies.³³ The Framework was the initial step in a process that led to the Next Generation Science Standards, now adopted by California. Implementation of these Standards will be an essential part of any science program in the coming years.

To solve the complex problems of the 21st century, all people will need a high level of scientific literacy—not only for those headed for STEM careers. The New School shares the vision of the National Science Teachers Association that:

“It is essential that all students have access to a high-quality science education that provides them with the skills and knowledge they need to be well-informed citizens, to be prepared for college and careers, and to understand and appreciate the scientific enterprise... ”

“...The vision of the Framework and the NGSS is to engage students in the core ideas through the integration of science and engineering practices while making connections to the crosscutting concepts.”

³⁴

The practices of science are essential to empowering students towards independence on the path to achieving comprehension of science ideas. Throughout the science curriculum:

- Students will experience the value of asking questions and defining problems as an important step towards comprehension of science ideas.
- Students will learn to use, develop and analyze models, as tools to better understand the natural world.
- Students will practice increasingly complex skills in planning and carrying out investigations, providing scaffolding towards proficiency over the years at The New School of San Francisco. These skills are critical tools toward developing one’s own ability to gain knowledge.
- Analyzing and interpreting data and using mathematical and computational thinking will be important skills emphasized in the science curriculum, tying into the math program at the school.
- Through analysis of data and experimental observations, students will gain familiarity with constructing explanations and designing solutions.
- Skills in engaging in arguments from evidence are essential to understanding how we know what is true.
- Through experience researching, reading, and using tables, diagrams, graphs and charts and presenting their findings in a variety of formats, students will gain proficiency in obtaining, evaluating and communicating information. The ability to evaluate information and assess its accuracy is a particularly important skill.

The goals for each interdisciplinary unit will be guided by the Framework and the NGSS. Students will explore core ideas by:

1. Participating in inquiry-based activities in integrated, thematic units of instruction, and
2. Incorporating science content within the reading program through informational texts, and
3. Incorporating science content into the writing program through informational writing and research.

The thematic units will utilize and integrate a number of science resources that emphasize inquiry. We will draw on units of study and materials from programs such as Delta Education’s Full Options Science System

³³ National Research Council. *A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas*. Washington, DC: The National Academies Press, 2012

³⁴ The NSTA position paper on the Next Generation Science Standards can be found at <http://www.nsta.org/about/positions/ngss.aspx>

(FOSS)³⁵ and Lawrence Hall of Science Great Explorations in Math and Science (GEMS). FOSS and GEMS are both inquiry-based curriculum programs, aligned to the California content standards, and present science concepts and processes through a series of hands-on investigations. Writing and collaborative group work is also emphasized.

In addition to hands-on investigations, students will gain knowledge through use of simulations, use of diagrams and flow charts, analysis of data from nature or researching lab experiments that are too large, dangerous, delicate or slow to accomplish in the classroom. This will be important when addressing NGSS content that cannot be accessed through hands-on investigation.

The experience of a first grade student applying science practices to gain understanding of a standard might look like this:

In their interdisciplinary unit on 'Instruments Around the World', the first graders explored a variety of instruments to understand how they make sound. This study tied into a study of music from different cultures and the values and cultural traditions associated with the music. They started by asking questions about each instrument. They drew simple diagrams to indicate which part was vibrating on each instrument, in order to make the sound. Students each chose one instrument to measure in order to make a diagram with labeled sizes. Further investigations in the science lab helped them to discover the relationship between the material or size of the object that is vibrating, and the quality of sound (loudness and high or low pitch). In their lab challenge assessment, students were asked to select objects of different materials or size to create a desired sound. To complete the cycle of inquiry, students generated a further question they wanted to investigate about instruments and sound and designed an investigation. For their final design challenge, they created an instrument from found materials to make the type of sound they wanted to contribute to the whole-class instrument jam.

Students will be assessed primarily on their proficiency of the science practices, and their ability to use them to achieve comprehension of core ideas. One powerful form of assessment that will be employed is the application of knowledge to novel situations, indicating comprehension of core ideas at a level deeper than memorizing facts. This will supplement and strengthen assessment of comprehension of science ideas. Formative assessments will challenge students to problem-solve using their skills and knowledge.

"It is important to use assessments to ensure that students achieve the vision of the Framework as expressed in the NGSS at each grade level or grade band. The use of performance expectations that integrate practices, disciplinary core ideas, and crosscutting concepts in developing assessment tasks will be new and unique to most educators." - NSTA position paper on the Next Generation Science Standards³⁶

As leaders in science education work through the process from adoption to implementation of these standards, The New School of San Francisco faculty and administration will participate in the national conversation about developing exemplary curricula that meet the goals of the NGSS.

Additionally, the partnership with the Exploratorium brings to bear a number of resources to assist in design and facilitation of our science program:

³⁵ For research on the effectiveness of the FOSS program see McKelvie, C. (2010). Investigating the effectiveness of Full Option Science System (FOSS) on elementary students' short-term and long-term achievement. Master's thesis, Lebanon Valley College.

³⁶ The NSTA position paper on the Next Generation Science Standards can be found at <http://www.nsta.org/about/positions/ngss.aspx>

- The Institute for Inquiry will lend support in designing thematic units of study and work directly with our teachers to facilitate the content, reflect on execution and enable teachers to grow and improve in their practice.
- The Tinkering Studio will help us take the thematic units and apply the learning to real-life problems, challenging our children to design and build actual solutions.
- The Institute for Research and Learning will work with The New School of San Francisco to embark upon research aimed at better understanding the necessary inputs and environmental needs to foster strong inquiry-based teaching and learning.
- The online resources, including the research links and science ‘Snacks’ are invaluable resources for our teachers and staff.³⁷

The Exploratorium is especially interested in researching the Next Generation Science Standards and understanding the extent to which inquiry-oriented investigations, real-life application, and interdisciplinary thinking about scientific concepts are executed strongly. As such, we are in discussion with them about embarking on research together to assess how our curriculum is preparing children use inquiry to become stronger critical thinkers and problem solvers.

Social Studies:

The Social Studies curriculum will build students’ understanding of themselves and the world around them. Using investigation, thematic units, and essential questions, the social studies curriculum will naturally build upon students’ prior knowledge and experience, and it will honor and celebrate their diverse backgrounds and cultures.

The California Common Core State Standards will provide a foundation for students learning, and they will be supplemented as necessary to ensure that history and social sciences are reflective of students’ cultures and identities. The curriculum will include for main social science disciplines including, 1) History, 2) Geography, 3) Civics, and 4) Economics. Students will learn to distinguish fact from opinion, connect cause and effect, and examine history through a variety of lenses and perspectives.

Social studies will be presented in three interconnected formats:

4. Incorporating social studies content within the reading program through informational texts
5. Incorporating social studies content into the writing program through personal and informational writing and research
6. Presenting social studies content through integrated, thematic units of instruction in both English and Spanish

Thematic units in Social Studies will draw on a variety of resources and materials. These resources will include primary sources, content-specific literature and trade books, as well as lessons from Teacher Curriculum Institute’s (TCI) *Social Studies Alive* (K-5) and *History Alive* (6-8). TCI’s research-based online programs feature experiential lessons and units that correlate to the state content standards. The lessons and units are inquiry-based and incorporate language arts and non-fiction texts throughout.

Physical Education:

Physical education (PE) is critical for student learning, and for maintaining one’s personal well-being. The object of the physical education program at The New School of San Francisco is for students to develop life-

³⁷ Resources can be accessed here: <http://www.exploratorium.edu/education>

long habits around fitness and wellness. Students will be exposed to a variety of physical movement activities that will suit diverse learning styles and skills.

PE will take place daily during Snack Time and Movement and during daily play time. This time will aim to develop students' awareness of their bodies and how physical fitness and exercise can contribute to their overall happiness and wellness. For example, students may learn how physical activity can relieve stress or help with focus. PE activities will also contribute to an integrated social-emotional program as students practice habits like cooperation, fairness, teamwork, and honesty through athletics.

Creative Arts:

Exploratories in visual arts, music, and tinkering take place each day, and they provide concrete time for students to engage in creative expression. The arts provide multi-sensory, multi-modality ways for students to access and interact with content and learning, and they help students become well-rounded, creative thinkers. Students will be encouraged to utilize the arts to communicate their learning in core subjects as well. For instance, students may develop a theatrical piece to demonstrate their understanding of history, or they may create a visual image to capture their conceptual understanding of a given math concept.

Lessons and topics of study in Exploratories will align to Inquiry Arcs so that students see the interdisciplinary connects between their core subjects and the arts in everyday life. Finally, excursions will be a regular part of learning at The New School of San Francisco, and these out-of-classroom learning experiences will give students access to the vibrant artistic culture in and around San Francisco.

Technology overview:

Technology skills and digital literacy are integral to any student's education in the 21st century. At The New School of San Francisco, students will utilize technology to bolster their creativity and innovative capacity progressing all the way up to understand how to use technology effectively to communicate, collaborate and conduct research. This means that students use computers, the Internet, and other multimedia devices as learning and communication tools to better understand the world around them.

Specific learning goals include:

- Children will demonstrate basic computer fluency, including the ability to use the keyboard and mouse to interact with relevant software and online content.
- Children will be able to use technology to write and illustrate short essays, stories and poems.
- Children will be able to create basic multimedia artifacts, including simple movies, digital paintings and drawings, slides and other presentation materials.
- Children will be able to identify technological opportunities to enhance and demonstrate their learning in any curricular subject.
- Children will demonstrate basic internet research skills, including introductory search methodology, data collection and organization and source citation.
- Children will engage in basic online collaboration with other children and/or professionals at a Distance.

Additionally, The New School of San Francisco is exploring several online learning tools to deepen academic and personal growth including: Kahn Academy, Lexia, STMath, Curriculum Corner, Dreambox, and others.

The New School of San Francisco seeks to develop students who understand and exercise good judgment as they navigate the incredible amount of access that exists online. This will not be disconnected from The New

School of San Francisco's focus on social-emotion skills, as students must learn how and why the Internet can support their personal and academic growth. To reach the above goals and aims, The New School of San Francisco will provide children with a range of technology, including computers, Internet connectivity, tablets, mobile devices, input devices and software (including adaptive, media creation, word processing, presentation, spreadsheet and collaboration products).

PROFESSIONAL DEVELOPMENT

Teacher training and support will be a focal point at The New School of San Francisco, as we know that well supported and valued teachers are essential in a child's learning. Teachers at The New School of San Francisco will be critical members of the learning community, and they will themselves model what it looks like to develop a passion for lifelong learning. Teachers will have a variety of opportunities to grow and develop, and in the same way that learning is personalized for students, we expect teachers to grow at their own pace. Though we fully expect each teacher to have their own personalized learning goals, the following topics will be especially important school-wide professional development areas in years 1 and 2:

1. Instruction: Questioning techniques, planning, & assessment to support inquiry-based learning
2. Equity: Leading conversations about diversity in early-elementary classrooms and training to service students with special learning needs, including, but not limited to: restorative practices, response to intervention, Sheltered English Observation Protocol (SIOP) Model and Specifically Designed Academic Instruction in English (SDAIE)³⁸
3. Culture: Integrating social-emotional learning & community-building throughout the day

Time:

Professional development will be ongoing and consistently built into the school calendar. Structured professional development and collaboration time will occur during the following times throughout the year:

- Daily & Weekly: Teachers have daily and weekly planning time built into their schedules when students participate in Exploratories and foreign language, and when they eat lunch. These times together add up to approximately 2 hours per day that teachers have for planning and collaboration. Spanish language teachers will collaborate with core academic teachers once a week during Exploratories to ensure that language instruction is well aligned to each Inquiry Arc.
- Monthly: In designing the school calendar, The New School of San Francisco received feedback from families that early-release days can be inconvenient given parent work schedules and commitments. Therefore, rather than hold brief weekly professional growth sessions, The New School of San Francisco has built in whole-school fieldwork days wherein students learn off-site (led by exploratory teachers and families) while core subject teachers engage in professional development at school. These monthly sessions will be utilized for targeted professional development, collaborative work time, and teacher-driven inquiry and research. In addition, The New School of San Francisco is committed to 4 hours per month of whole-staff development, which will be built into the calendar before school starts each year.
- Every trimester: As each Inquiry Arc comes to a close, teachers will need time to reflect on their own learning and that of their students, as well as collaborative time to plan the next Inquiry Arc. In order to meet these needs, The New School of San Francisco will have 1 "release day" after each Inquiry

³⁸ More information on SFUSD's Restorative Practices can be found here:

<http://www.healthiersf.org/RestorativePractices/WhatIsRP/index.php> and information on Response to Intervention can be found here:

<http://www.rtinetwork.org/learn/what/whatisrti>

Arc. Students will not come to school that day so that administrators and teachers can pause in preparation for the next Inquiry Arc.

- Summer: The New School of San Francisco values school culture and climate enormously, and summer professional development time will allow school faculty to begin building that culture before students arrive. Teachers will meet for 3 weeks prior to school starting to participate in individual and co-planning, to develop their own practice in targeted ways, and to get to know their colleagues in service of learning together throughout the year. Additionally, teachers will participate in self-directed learning experiences annually (usually in the summer), which are required as part of an Individualized Development Plan. To do so, faculty will have a budget to support self-directed, high-impact, teacher-driven learning experiences, which could take many forms. (See Appendix G for Budget Narrative.) Some examples we envision include: An outdoor education training program; 2-week course with the National Equity Project; the Exploratorium's summer Teacher Institute; An independent study on growth mindset with Stanford University faculty, or countless others.

Support:

Teachers at The New School of San Francisco will have numerous supports available to ensure they are learning and growing throughout the school year. These resources include, but are not limited to:

- Other teachers: Collaboration with colleagues will be an essential feature of the learning community at The New School of San Francisco. Teachers will have at least one peer coach with whom they shall meet on an ongoing basis. That person will act as a sounding board, resource, and informal coach for personal and professional growth. Additionally, the entire teaching staff will meet once a month for community building and collaborative work, enabling teachers to build relationships with one another and support mutual growth.
- Director of Curriculum and Instruction: The Director of Curriculum and Instruction (DCI) will act as the head of adult learning at The New School of San Francisco. In this role, he or she will help teachers craft an Individualized Development Plan, and will organize monthly professional development days. As the primary thinker on adult learning and professional development, the DCI will be responsible for knowing teachers' individual strengths and areas for growth, conducting regular observations, providing targeted feedback aligned to individual learning goals, and ensuring that collaborative structures are in place to facilitate learning throughout the school.
- The Exploratorium: As a key partner, the Exploratorium will be an important resource for teacher development. Specifically, teachers will have the opportunity to attend workshops led by the Inquiry Institute, where they will practice concrete skills required to engage in inquiry-based teaching. Additionally, the Exploratorium will be a vital collaborator in the development of knowledge and research within The New School of San Francisco. Given their specific interest in research related to the Next Generation Science Standards, the Exploratorium will also play a more intensive role working with The New School of San Francisco teachers to inform science instruction and curriculum.
- Other resources: In addition to the resources within our own community, The New School of San Francisco will draw upon and develop partnerships across the city and broader Bay Area to ensure that teachers and Heads of School are consistently learning from others' good work. For instance, we may take advantage of the resources at the K-12 Lab at the Stanford Design School to build teachers' understanding of design thinking. Or perhaps The New School of San Francisco will bring other SFUSD teachers with expertise in Restorative Practice to expand the school's own understanding and practice in this area. With all the professional development we plan to do, we intend to be open-source, inviting other educators from the district and/or independent schools to learn alongside us.

Structures:

The New School of San Francisco will utilize several specific structures to ensure that teachers are learning and growing their practice continuously. Below are the key structures that will help enable professional learning:

- *Individual Development Plans:* Just as students' learning will be differentiated, teacher's development will be individualized as well. Each teacher will keep an Individual Development Plan to capture strengths, areas for growth, and learning goals. Each teacher will work with the DCI and his or her peer coach to identify an area for improvement, and develop in said area over the course of an Inquiry Arc. At the end of each trimester, teachers will reflect and share their successes and challenges based on the goals set.
- *Collaborative planning time:* Teachers will have common planning time during Exploratories and Spanish Language study. Twice a week this common planning time will be used for deliberate collaboration – one day per week with grade level teams, and one day per week with content-area teams. This structure ensures that grade level teams have regular time to discuss trends with particular students, and that content-area teams are able to discuss continuity and content-specific pedagogy.
- *Peer coaching:* Each teacher will be matched with a peer coach for the purposes of mutual growth and development. Coaching pairs will be matched strategically, taking into account multiple criteria – common growth goals, complementary strengths or areas for growth, experience levels, et cetera. Peer coaching pairs will be expected to meet every other week, and observe one another once a month. They will utilize a protocol to provide each other with targeted feedback and personal growth support.
- *Instructional rounds:* Instructional rounds provide a powerful collaborative structure in which a group of teachers identifies a shared problem of practice and then conducts classroom walkthroughs to intentionally compare personal instructional practices with those of the observed teacher. Instructional rounds are rooted in the premise that many of our teachers are already doing something well but that their methods may not be widely known or shared. A second premise underlying instructional rounds is that if a community of teachers, or network, joins forces to collaboratively identify and solve a problem of practice by implementing and modeling different solutions, then the group's efforts will far outpace what any individual teacher could do on his or her own.³⁹ Teachers will utilize instructional rounds as part of a broader Inquiry Cycle as described below.
- *Inquiry cycles:* The New School of San Francisco will utilize inquiry in professional development much as it will for teaching and learning with students. During each Inquiry Arc, teaching staff will select a theme for professional learning based on student achievement data, student and parent surveys, and evaluations. In our first year of operation, the theme might be "Inquiring Questions" or "Practices to support social-emotional growth". Once a theme is selected, teachers will use their Individual Development Plan to set goals that align to that theme. Throughout any given Inquiry Arc, teachers will address these learning goals with their peer coaches, in instructional rounds, and in all-staff development. Additionally, the DCI will conduct observations and provide concrete and targeted feedback to teachers.
- *Formal evaluation:* The DCI will provide 3 formal evaluations for each teacher annually. The purpose of formal evaluation will be to track progress and growth, incorporate objective feedback into goal-setting, and to provide fodder for conversations with peer coaches and other colleagues. Additionally, the third and final formal evaluation each year will be counted toward advancement on the career ladder (see below).

³⁹ City, Elizabeth. Et al. (2009). *Instructional Rounds in Education*. Cambridge, MA: Harvard Education Press.

Opportunities for growth and advancement

We know that highly effective teachers need opportunities for learning, growth, and career advancement. At the same time, we do not believe that all effective teachers are interested in becoming school administrators. Therefore, The New School of San Francisco seeks to retain highly effective teachers and encourage them to advance their careers formally without leaving the classroom.

Through the annual evaluation process, teachers will be eligible for career advancement throughout their career at The New School of San Francisco. New teachers who come in with 0-1 years of teaching experience will be "Resident Teachers". Resident Teachers support classrooms in curricular planning, instruction, assessment, and culture building; however, they do so in partnership with a more experienced teacher. Based on demonstrated performance, student and family feedback, and peer evaluations, Resident Teachers may become "Lead Teachers" after one to two years in that role.

Lead Teachers are responsible for all aspects of leading a classroom and hold primary responsibility for their students' academic and personal growth as well as for building meaningful relationships with students and their families. Lead Teachers at The New School of San Francisco learn and grow in that role for at least five years, at which point they are eligible for advancement to "Master Teacher".

Master Teachers attain this role through a rigorous process. They must compile a portfolio of their own work and that of their students, reflect on the successes and challenges they have experienced as educators, and prepare a vision for their potential roles as Master Teachers in Instruction, Mentorship, or Research. Each position entails slightly different responsibilities for contributing to the school community – Instructional Master Teachers codify their instructional practices to benefit the learning of the school community; Mentorship Master Teachers take on additional mentorship responsibilities and help shape peer-to-peer learning experiences at The New School of San Francisco; and Research Master Teachers lead critical research projects to better understand how the school's instructional model and approach is impacting students and families.

This tiered system of growth and development ensures that teachers are continuously learning, and that they feel fulfilled in their roles. This will help The New School of San Francisco develop high-impact teachers and retain them.

Building a learning organization:

The sum of these professional development structures and processes is the creation of a culture of learning at every level at The New School of San Francisco. Various opportunities will ensure that teachers with different strengths, areas for growth, goals, and learning modalities can engage in rigorous learning with their colleagues. The New School of San Francisco believes that this is absolutely critical in building an inclusive, diverse learning community, and also necessary to the provision of exceptionally high quality learning opportunity for students.

Compliance with the Local Control Accountability Plan:

The New School of San Francisco will comply with all requirements pursuant to California Education Code § 47605(b)(5)(A)(ii) including developing annual goals, for all pupils (i.e. school-wide) and for each subgroup of pupils as identified in California Education Code § 52052, for each of the applicable eight (8) state priorities identified in California Education Code § 52060(d). Please refer to the table in Element 2: Measurable Pupil Outcomes for the school-wide goals for relevant sub-groups and corresponding assessments. Beginning in

fiscal year 2014-15, The New School of San Francisco will comply with all elements of the Local Control Accountability Plan pursuant to regulations and templates adopted by the State Board of Education and reserves the right to establish additional, school-specific goals and corresponding assessments throughout the duration of the charter.

V. Plan for Diverse Learners

The New School of San Francisco will strive to meet the needs of every learner. The underlying belief that all students are capable of thriving academically, socially, and emotionally guides our approach to having highly differentiated and scaffolded supports for each learner. In this way, the educational program will be appropriate for students of various backgrounds, including academically low-achieving students, high-achieving students, English Learners, and students with disabilities. As described below, The New School of San Francisco will use a variety of assessment tools to identify students who fit into these categories, implementing a number of effective strategies to target the unique needs of each child. With transparent and continuous communication with families, we will ensure that our students' needs are being met both within the school community as well as at home.

After a student has enrolled in The New School of San Francisco, baseline assessments will be administered. Included in the baseline assessments are the following:

- An enrollment form collected after admission that asks the student's family to provide information regarding his or her interests/strengths, areas of need, learning preferences, and other pertinent background information.
- All entering Kindergarten students will be given a baseline Kindergarten Readiness Assessment.
- All students will be given diagnostic assessments in language arts and mathematics. The following subsections explain the ways in which The New School of San Francisco will identify and address the needs of diverse learners.

PLAN FOR STUDENTS WHO ARE ACADEMICALLY LOW-ACHIEVING

Assessment and Identification:

We believe that all children have the potential to thrive academically at The New School of San Francisco. While students may come into our doors significantly below grade level in some or all academic areas, it is our responsibility to ensure each child is properly assessed and supported. While the goal is to ensure every child is performing at or above grade level academically, we appreciate that children who are academically behind might be facing a special learning need and will require additional academic and social emotional supports to succeed.

A variety of assessment tools will be used to identify students who are academically low achieving. As mentioned previously, all incoming Kindergarten students will take the baseline Kindergarten Readiness Assessment. In addition, a diagnostic assessment in language arts and mathematics will be administered to all students – both new and returning – enrolled at The New School of San Francisco. For language arts, this assessment will include the Developmental Reading Assessment (DRA) or a Leveled Reading Assessment (LRA) and a writing sample. Each student will complete a baseline mathematics assessment based on the previous grade's mathematics standards. In addition, we will review data and parent and teacher comments and reports from the previous year if available. In short, we will have a holistic understanding of each child's developmental progress when they walk through our doors to best understand the supports, resources and differentiation that will be needed.

Throughout the year, teachers will consistently and carefully measure student progress through formal and informal measures – see Element B of this charter for the diverse tools and approaches The New School of San Francisco will use to obtain a full picture of where each child is academically and developmentally. Students will be considered low achieving based on the following criteria:

- Demonstrating below or far below basic on the baseline Kindergarten Readiness Assessment
- Performing significantly below their grade level on the DRA or an LRA
- Performing significantly below their grade level peers on writing samples
- Performing significantly below their grade level peers on The New School of San Francisco's performance assessments
- Scoring below basic or far below basic on the mathematics and/or language arts portion of the Smarter Balanced assessments from the prior year(s)⁴⁰

Family Notification:

The classroom teacher will contact the parents of academically low-achieving students to discuss student performance and strategies for improvement. Parents will be notified in writing and the first step from there is to set up a conference. We see the parent as a key partner in helping to shape the Individualized Learning Plan (ILP) that will best fit the needs of the child. Family members provide rich information about their child's strengths, needs and learning styles – all of which help to inform the supports the learner receives at school. Family conferences will be held for all families in the fall to discuss student progress and set the learning goals. Advancement towards these goals will be communicated through regular progress reports, calls home and in-person meetings to parents and administrative staff. Constant communication between the school and families enables for stronger partnerships to support the child.

Intervention Services:

Academically low-achieving students will be fully integrated into the entire student body. The engaging and active educational program at The New School of San Francisco is designed to accommodate a full range of performance including academically low-achieving students. Specific practices that support academically low-achieving students include:

- The hands-on, integrated curriculum provides concrete experiences to help students access content through a variety of modalities.
- Differentiated instruction practices are used to make the curriculum accessible to academically low-achieving students (as outlined in the Instructional Approach section). Flexible, targeted grouping will be used to develop content area skills.
- During professional development days and weekly faculty collaboration times, faculty will discuss the academic progress of low-achieving students to develop and refine intervention supports.
- Students who demonstrate difficulty with mathematics may be grouped for targeted strategic interventions during the skills lesson. The teacher will meet with these small groups or individuals on a weekly basis.
- Students who demonstrate difficulty with reading will be grouped according to their instructional reading level and provided with small group guided reading instruction related to their areas of need during reading workshops. Teachers will meet with lower reading groups for longer durations and/or with greater frequency in order to accelerate their learning. Additionally, teachers will work with each individual student in selecting independent reading material appropriate to his or her level, and to provide further individualized instruction and support.
- Students who demonstrate difficulty with writing will receive support in the classroom. This support will include specific mini-lessons that target a student's writing challenges, additional conferencing time/duration, and/or other strategies aimed at helping the child to improve.

⁴⁰ This data may not be available depending on the child's age and previous school's measurement systems

Monitoring Progress:

Student progress will be monitored on an ongoing basis through a combination of teacher observation, classroom assessments and benchmark assessments. If intervention supports do not lead to sufficient progress, a Student Success Team (SST) will be convened to consider alternative intervention strategies⁴¹. This team will be made up of the classroom teacher, parents, the Director of Curriculum and Development, and other support providers. The team will discuss observed strengths and areas of concern, and will brainstorm interventions. The team will designate a period for monitoring the student's progress after which it will reconvene to evaluate the effectiveness of interventions made. Should the SST process fail to yield adequate progress, additional steps, such as a referral for special education evaluation and/or 504 services will be taken.

PLAN FOR STUDENTS WHO ARE ACADEMICALLY HIGH-ACHIEVING

Assessment and Identification:

We anticipate that most students' needs will be met by the engaging, challenging curriculum at The New School of San Francisco. We are committed to working with students who are performing above grade level to ensure they are challenged, motivated and receiving appropriate academic extensions within the classroom. The process for developing and monitoring these interventions will be similar to the process for academically low-achieving students.

Students will be considered academically high achieving based on the following criteria:

- Demonstrating advanced on the baseline Kindergarten Readiness Assessment;
- Performing significantly above grade level on the DRA or an LRA;
- Performing significantly above grade level peers on writing samples;
- Performing significantly above their grade level peers on The New School of San Francisco's performance assessments.
- Scoring advanced on the mathematics and/or language arts portion of the Smarter Balanced assessments from the prior year(s)⁴²

Family Notification:

The classroom teacher will contact the parents of high-achieving students to discuss student performance and strategies for meeting student needs. Parents will be notified in writing and the next step from there is to set up a conference. We see the parent as a key partner in helping to shape the Individualized Learning Plan that will best fits the needs of their child. Family members provide rich information about their child's strengths, needs and learning styles – all of which help to inform the supports the learner receives at school. Family conferences will be held for all families in the fall to discuss student progress and set the learning goals. Advancement towards these goals will be communicated through regular progress reports, calls home and in-person meetings to parents and administrative staff. Constant communication between the school and families enables for stronger partnerships to support the child.

Additional Supports:

Academically high-achieving students will be fully integrated into the student body. The engaging,

⁴¹ Student Success Teams are modeled after California's Department of Education parameters:
<http://www.cde.ca.gov/ls/ai/dp/sb65sst.asp>

⁴² This data may not be available depending on the child's age and previous school's measurement systems

personalized curriculum at The New School of San Francisco is designed to meet students where they are academically and to allow them to be challenged appropriately. We will implement additional strategies to ensure that the needs of academically high-achieving students are met. While the strategies will vary highly for each child depending on their Individualized Learning Plan, some may include:

- Providing learning opportunities that meet and challenge the student's development for all core content areas. For instance, those whose reading ability measures significantly above their grade level will be given appropriately challenging material.
- Facilitating individual and small group projects developed to challenge the academically high-achieving student and extend learning beyond the classroom.
- Utilizing parent "experts" as mentors in relevant fields of study.
- Guiding students to develop their own learning goals and objectives.

PLAN FOR ENGLISH LANGUAGE LEARNERS

The New School of San Francisco will meet all applicable legal requirements for English Learners as pertains to annual notification to parents, student identification, placement, program options, core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. The school will implement policies to ensure proper placement, evaluation, and communication regarding English Learners and the rights of students and parents. Given the demographics of the San Francisco Unified School District, we expect to enroll 20-25% of our student body from homes where English is not the primary language spoken. Students in all grade levels will likely have varying degrees of English proficiency and many will require ongoing support in English Language Development (ELD). We will implement research-based instructional programs and strategies to meet the specific needs of English Learners. Our ELD program will meet all applicable federal and state requirements for services to English Learners. Additionally, our program addresses the procedures for student identification, curriculum, assessments, reporting, and re-designation, as well as professional development and teacher qualifications for working with English Learners. Finally, if there are over 21 English Language Learners, the School will have an English Learner Advisory Council (ELAC).⁴³

Assessment and Identification:

families. Because we anticipate most of our English Learners to come from Spanish speaking households, we will have translation available at all school events in addition to translations of all written communication. For translation, we plan to utilize bilingual members of the staff as well as community members. We also will set up bilingual support for students and parents that are new to the school. Upon enrollment into the school, all families will complete a home language survey, of which translated copies will be available. The home language survey will ask families to identify (a) the language the child first learned when s/he began to talk, (b) the language the child uses most frequently at home, (c) what language the parent/guardian most frequently uses when speaking to the child, and (d) what language is spoken most by the adults in the home.

Within 30 days of initial enrollment, we will assess the English proficiency of any student whose parents have indicated on the survey that English is not the primary language in the home. The California English Language Development Test (CELDT) will be used to assess English proficiency. The CELDT will be administered within

⁴³ Information about ELAC responsibilities can be found here: <http://www.cde.ca.gov/ta/cr/elac.asp>

thirty days of initial enrollment⁴⁴ and at least once annually thereafter between July 1 and October 31, until a student is re-designated as fluent English proficient. For students coming from another school and/or who seem to be adjusting rapidly, we will administer the Express Placement Assessment from Systematic ELD to gather immediate data on their proficiency levels, as CELDT data is not readily available until January.

In addition, we will attempt to gain a fuller picture of the student's language profile. Through an additional survey and conversations with the student and his or her parents, we will find out more about the languages spoken in the home as well as the student's literacy experiences in the home language. Research indicates that a child's fluency and literacy in the home language is an important factor when designing ELD instruction.

English Learners who score above the established cut-off on the CELDT will be reclassified from English Learner status and be considered English proficient. The school will notify parents of CELDT results within 30 days of receiving the test results from the publisher, and the number of English Learners will be reported to the state. The CELDT shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

Assessment, Monitoring, and Re-designation Process:

When creating classroom assessment tools, ELD standards will be incorporated whenever possible. The following methods will be used to monitor students' progress:

- Students will be assessed using the CELDT upon initial enrollment and at least once annually by October 31.
- School will notify parents of the school's responsibility to conduct CELDT testing and will inform parents of CELDT testing results within 30 calendar days following receipt of test results.
- Parents or guardians will be informed of their rights, and encouraged to participate in the reclassification process.
- Staff will observe students according to a rubric modeled after the CELDT in the areas of listening, speaking, reading, and writing.
- Staff will monitor student progress in language arts using school wide assessments.
- During professional development days and weekly faculty collaboration times, staff will discuss progress to develop and refine teaching strategies for these students.

A student may be re-designated as fluent English proficient using the following criteria:

- An assessment of English Language Proficiency on the CELDT test (4 or 5).
- Reasonable performance on baseline and benchmark assessments.
- Teacher evaluation and recommendation.
- Parent opinion and consultation.

Reclassified students will continue to be monitored to ensure their continued ability to achieve mastery of state English Language Arts standards.

Instructional Strategies:

The New School of San Francisco is committed to hiring an instructional staff that can meet the needs of all

⁴⁴ The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.

students, including English Learners. We will prioritize the hiring of teachers who have already obtained a Cross-cultural, Language and Academic Development (CLAD) certificate or a Bilingual, Cross-cultural, Language and Academic Development (BCLAD) certificate. Promising teachers who are hired without CLAD certification will be expected to acquire this certification within three years of their employment.

All English Learners will be fully integrated into the regular classroom setting. Our educational program is designed to reach all learners, and we value the knowledge and experience that every student brings to the classroom. Teachers will encourage students to share this knowledge in a variety of forms so that even students with very little English proficiency can participate. Teachers also will strive to incorporate the home language(s) of the students in the classroom. This may be manifested through printed materials, audio-visual resources, and parents or other volunteers. We recognize and appreciate the particular needs of English Learners and will continually evaluate our educational program with those needs in mind.

As part of our continuing Professional Development program, teachers will be trained in a variety of ELD techniques and strategies including the Sheltered Instructional Observation Protocol (SIOP) Model and Specifically Designed Academic Instruction in English (SDAIE). Additionally, teachers will regularly discuss the needs and performance of our English Learners during professional development days and weekly faculty collaboration meetings.

To become proficient in English, we have three primary goals for our English Learners. These objectives are based on the overarching goals described in the ESL Standards for Pre-K-12 Students.⁴⁵ Those goals are:

- (1) to use English to communicate in social settings
- (2) to use English to achieve academically in all content areas, and
- (3) to use English in socially and culturally appropriate ways.

Achieving these goals will be part of a student's development toward reclassification. School success requires that students acquire proficiency in interpersonal communication and in academic language development.

The overarching structure of our plan for English Learners will be based on the SIOP Model. The SIOP Model is a research-based model of effective instructional strategies for English Learners. Using the SIOP Model, teachers will design and evaluate three components of every lesson: (1) preparation, (2) instruction, (3) review/assessment. Teachers will be trained in the SIOP Model as part of their professional development. Specific support strategies for our English Learners will include:

- Constructivist, Inquiry-Based Teaching. English Learners will benefit from the collaborative, engaging and purposeful teaching methods. ELD strategies at The New School of San Francisco are based on the belief that "communicative competence comes from opportunities to use language in real ways for real reasons with real people."⁴⁶ Teachers provide a context for language development by connecting with students' prior knowledge and engaging in meaningful learning experiences. The focus on conceptual understanding and contextualized learning supports language development.⁴⁷
- Scaffolding. Using sheltered instruction, teachers enable English Learners to access grade level content and concepts. As part of sheltered instruction, multiple forms of instructional scaffolding will be used. Scaffolding is a way of temporarily supporting learners as they develop proficiency.

⁴⁵ (1997). *ESL Standards for Pre K-12 Students*. Alexandria, VA: TESOL.

⁴⁶ Fu, D., & Townsend, J. (1998). A Chinese Boy's Joyful Initiation into American Literacy. *Language Arts*, 193- 201.

⁴⁷ Aleman, D., Johnson, J., Perez, L. (2009). *Winning Schools for ELLs*. Educational Leadership, pp. 66-69. Francis, D., Rivera, M., Lesaux, N., Keiffer, M., & Rivera, H. (2006). *Practical Guidelines for the Education of English Language Learners: Research-based Recommendations for Instruction and Academic Interventions*. Portsmouth, NH: Center on Instruction.

Scaffolding will be built into the classroom environment, routines, and schedules. Most importantly, teachers will support risk-taking by creating a safe environment. The development of a safe, nurturing learning environment is central to our mission and vision for all students. Predictable routines and procedures will help English Learners participate in learning activities. Scaffolding will also be used in reading and writing development. Peregoy and Boyle define literacy scaffolds as “activities that provide built-in teacher or peer assistance, permitting students to participate fully at a level that would not be possible without the assistance.”⁴⁸ Such activities may include shared reading, patterned writing, cognitive mapping, and interactive journal writing. This type of scaffolding naturally fits in with the balanced literacy approach used at the school. Teachers will carefully monitor, adjust and supplement language to scaffold student comprehension and learning. This requires that teachers really know their students and the content, and understand how to modify their language so that it is comprehensible, but not overly simplified.

- Specially Designed Academic Instruction in English (SDAIE). Teachers across all grade levels may use SDAIE strategies to support ELs in learning academic content. SDAIE instruction focuses on making academic input comprehensible and reinforcing it using strategies such as: realia and manipulatives; visuals; graphic organizers; planned opportunities for interaction; and modified language used during instruction.⁴⁹ ELD standards and intervention techniques will be incorporated into all Understanding by Design units.
- Literacy Support. English Learners will also receive specific and appropriate support in English Language Development during language arts lessons. When working on literacy skills, teachers may group English Learners to specifically address learning needs. Teachers will use ELD assessments to develop specific small group lessons that will be delivered during the reading and writing workshops. These small group lessons may include specific vocabulary support and instruction, phonological awareness, and language skills. English Learners will have access to appropriately leveled texts in the content areas. Additionally, specific vocabulary instruction will be incorporated into all lessons.
- On-going Assessments. For all English Learners, teachers will use a number of assessments to monitor progress. Students will be observed in the classroom using a rubric modeled after the CELDT. Teachers will also monitor student performance, particularly in language arts to ensure that they are not falling significantly behind their grade level peers. In addition, the SIOP model includes methods for teachers to assess the effectiveness of lessons and ways to monitor comprehension informally.

Monitoring and Evaluation of Program Effectiveness:

Evaluation of program effectiveness for English Learners in The New School of San Francisco will include:

- Adhering to The New School of San Francisco-adopted academic benchmarks by language proficiency level and years in program to determine adequate yearly progress.
- Monitoring of teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring of student identification and placement.
- Monitoring of parental program choice options.
- Monitoring of availability of adequate resources.

⁴⁸ Peregoy, S., & Boyle, O. (2005). *Reading, Writing, and Learning in ESL: A Resource Book for K-12 Teachers*. Boston: Pearson Education.

⁴⁹ Gulack, J., & Silverstein, S. (n.d.). *SDAIE Handbook: Techniques, Strategies, and Suggestions for Teachers of LEP and Former LEP Students*. Retrieved from <http://www.suhd.k12.ca.us/suh/---suhionline/SDAIE/SDAIEhandbook.html>

PLAN FOR STUDENTS WITH DISABILITIES

Overview

The New School of San Francisco recognizes its responsibility to enroll and support students with disabilities who can benefit from our programs and who otherwise qualify for enrollment and pledges to work in cooperation with the San Francisco Unified School District to ensure that a free and appropriate education is provided to all students with exceptional needs. The New School of San Francisco will comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights (OCR). Furthermore, The New School of San Francisco will comply with AB 602, San Francisco Unified School District guidelines, and all California laws pertaining to special education students.

The New School of San Francisco shall be categorized as a public school of the District in accordance with Education Code Section 47641(b).

The New School of San Francisco shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

The New School of San Francisco shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by The New School of San Francisco shall be accessible for all students with disabilities.

Services of Students with Disabilities Under the IDEA

The following description regarding how special education and related services will be provided and funded is being proposed by The New School of San Francisco for the sole purpose of providing a reasonably comprehensive description of the special education program in the Charter Petition, and is not binding on the District. The specific manner in which special education and related services will be provided and funded shall be set forth in a Memorandum of Understanding ("MOU"), delineating the respective responsibilities of The New School of San Francisco and the District, which MOU shall be executed at least six (6) months prior to the commencement of operation, or as otherwise agreed upon by the parties. The following provisions are meant to summarize The New School of San Francisco's understanding of the manner in which special education instruction and related services shall be provided by The New School of San Francisco and the District.

*The following language mirrors the typical "industry standard" arrangement between a school District and a charter school and aligns with State and Federal law, which requires that students in charter schools receive special education and related services in the same manner as any other student in the District. **The language that follows is not meant to unilaterally bind the District, or to preclude alternative arrangements between the District and The New School of San Francisco as agreed upon in a MOU:***

The New School of San Francisco intends to provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the Special Education Local Plan Area ("SELPA"). The New School of San Francisco shall initially remain, by default, a public school of San Francisco Unified School District for purposes of special education, pursuant to

Education Code Section 47641(b). However, The New School of San Francisco reserves the right to make written verifiable assurances that it shall become an independent local educational agency (LEA) and join a special education local plan area (SELPA) pursuant to Education Code Section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium. A change in LEA status or SELPA membership shall not require a material revision of this charter.

As a public school of the District, solely for purposes of providing special education and related services under the IDEIA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. 1413, The New School of San Francisco seeks services from the District for special education students enrolled in The New School of San Francisco in the same manner as is provided to students in other District schools. The New School of San Francisco will follow the District and SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records. The New School of San Francisco will comply with District protocol as to the delineation of duties between the District central office and the local school site in providing special education instruction and related services to identified pupils. An annual meeting between The New School of San Francisco and the District to review special education policies, procedures, protocols, and forms of the District and the SELPA and District protocol, will ensure that The New School of San Francisco and the District have an ongoing mutual understanding of District protocol and will facilitate ongoing compliance.

As long as The New School of San Francisco functions as a public school of the District solely for purposes of providing special education and related services under the IDEIA pursuant to Education Code Section 47641(b), then we would anticipate that a Memorandum of Understanding ("MOU") will be developed between the school and the San Francisco Unified School District, which shall delineate the respective responsibilities of The New School of San Francisco and San Francisco Unified School District with regard to the funding and delivery of special education and related services.

Search and Serve

Upon the commencement of The New School of San Francisco's school year, all students will be evaluated as a means of class placement. No assessment or evaluation will be used for admission purposes. Through collaboration between the faculty and The Head of School, The New School of San Francisco will work to identify any students who do not currently have an IEP but may be in need of a pre-referral intervention plan. The Head of School and faculty will then convene the Student Success Team (SST) for that student.

The New School of San Francisco shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. The New School of San Francisco will implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

The New School of San Francisco will follow SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

Students possibly in need of special education can be identified from already available data (i.e. school tests, teacher observations, grades, etc.) regarding the student's progress or lack of progress within the general program. All students with IEPs – and/or in the process of developing an IEP – will be integrated into the program design of the school. In addition to the ongoing evaluation provided by the SST for each student, ongoing professional development for all teachers will include topics relevant to integrating and supporting students with IEPs into the educational program and community.

For students who are identified as needing interventions, a Student Success Team composed of the student, the student's parent or guardian, the Head of School, and a The New School of San Francisco faculty member will be responsible for identifying the student's needs and developing a plan to enable that student to be successful, including, but not limited to, the appropriate individual tutoring schedule, classroom modifications, strategies and techniques to enhance that student's ability to be successful. If the SST finds that the pre-intervention plan is not sufficient to meet the student's needs, they will recommend that student for a formal special education assessment. The New School of San Francisco may also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate.

Parents will be informed that special education and related services are provided at no cost to them.

Interim and Initial Placements of New Students

The New School of San Francisco shall comply with Education Code Section 56325 with regard to students transferring into the school within the academic school year. The New School of San Francisco will notify the District within 5 days of enrolling a new student with an IEP. In accordance with Education Code Section 56325(a)(1), for students who enroll in The New School of San Francisco from another school District within the State, but outside of the SELPA with a current IEP within the same academic year, the District and The New School of San Francisco shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time the District and school shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law. In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the school from a District operated program under the same special education local plan area of the District within the same academic year, the District and The New School of San Francisco shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the District agree to develop, adopt, and implement a new IEP that is consistent with federal and state law. For students transferring to The New School of San Francisco with an IEP from outside of California during the same academic year, the District and The New School of San Francisco shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the District conducts and assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the District, and develops a new IEP, if appropriate that is consistent with federal and state law.

Referral For Assessment

The New School of San Francisco will implement SFUSD and SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

It is The New School of San Francisco's understanding that SFUSD shall provide the school with any assistance that it generally provides its schools in the identification and referral processes, and will ensure that the school is provided with notification and relevant files of all students who have an existing IEP and who are transferring to The New School of San Francisco from an SFUSD school. SFUSD shall have unfettered access to all The New School of San Francisco's student records and information in order to serve all of The New School of San Francisco's students' special needs.

In the event that The New School of San Francisco receives a parent written request for assessment, it will work collaboratively with SFUSD and the parent to address the request. From there, The New School of San Francisco will notify the Authorizer within 5 days. The New School of San Francisco and SFUSD will provide the parent with a written assessment plan within fifteen days of receipt of the written request and shall hold an IEP within sixty days of parent's consent to the assessment plan to consider the results of any assessment. The parent will then have 15 days to respond.

The New School of San Francisco will follow SFUSD child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

Assessment

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEA, as provided in Section 1414, Title 20 of the United States Code. The District will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with the District's general practice and procedure and applicable law. The New School of San Francisco shall work in collaboration with the District to obtain parent/guardian consent to assess students. The New School of San Francisco shall not conduct special education assessments unless directed by the District.

Development and Implementation of the IEP

If the student meets eligibility criteria, The New School of San Francisco will develop and implement an IEP that contains all the necessary elements. The New School of San Francisco, in collaboration with San Francisco Unified School District, will ensure that all aspects of the IEP and school site implementation are maintained. The New School of San Francisco will provide modifications and accommodations (outlined within each individual's IEP) in the general education environment taught by the general education teacher. Students at the school who have IEPs will be served in the Least Restrictive Environment (LRE). Each student who has an IEP will have an IEP team that oversees the IEP development, implementation and progress of the student. All decisions concerning the special education programs and services to be provided to a student with a disability are to be made by the IEP team.

The student's IEP will include the following:

- A statement of the student's present levels of academic achievement and functional performance;
- The rationale for placement decisions;
- The services the student will receive and the means for delivering those services;
- A description of when services will begin, how often the student will receive them, who will provide them, and where they will be delivered;
- Measurable annual goals and short-term objectives focusing on the student's current level of performance;
- A description of how the student's progress toward meeting the annual goals will be measured and

- monitored and when reports will be provided; and
- Accommodations necessary to measure the academic achievement and functional performance of the pupil on state and District assessments;
- For students 16 years of age and older, measurable postsecondary goals related to training, education, employment and independent living skills, along with transition services needed to assist the student in reaching those goals.

The review timeline for the IEP will follow:

- Yearly to review the student's progress;
- Every three years to review the results of a mandatory comprehensive reevaluation;
- After the student has received a formal assessment or reassessment;
- Within 30 days of a parent's request;
- When an Individual Transition Plan is (ITP) required at the appropriate age;
- If manifestation hearing is required.

It is The New School of San Francisco's understanding that the District shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. The New School of San Francisco shall be responsible for having the following individuals in attendance at the IEP meetings or as otherwise agreed upon by the District and The New School of San Francisco:

- The parent or guardian of the student for whom the IEP was developed;
- The student, if appropriate;
- The Head of School and/or the Charter School designated representative with appropriate administrative authority as required by the IDEA;
- The student's special education teacher;
- The student's General Education teacher, if the student is, or may be, participating in the general education environment;
- Other School representatives who are knowledgeable about the regular education program at The New School of San Francisco and/or about the student;
- Additional certificated staff who are providing designated instructional services to the student per the IEP.

It is The New School of San Francisco's understanding that the District shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide of notice of parental procedural safeguards.

The New School of San Francisco views the parent as a key stakeholder in these meetings and will make every effort to accommodate parents' schedules and needs so that they will be able to participate effectively on the IEP team. All parents will receive a copy of the IEP. The school will provide an interpreter if necessary to ensure that all parents and/or guardians understand and can participate in the IEP process. If a parent cannot attend the IEP meeting, the school will ensure his/her participation using other methods, such as conferencing by telephone or meeting at the parent's home.

The New School of San Francisco understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant

to the District's IEP process. Programs, services and placements shall be provided to all eligible The New School of San Francisco students in accordance with the policies, procedures and requirements of the District and of the SELPA and State and Federal law.

The New School of San Francisco shall promptly notify the District of all requests it receives for assessment, services, IEP meetings, reimbursement, compensatory education, mediation, and/or due process whether these requests are verbal or in writing.

Pursuant to District policy and how the District operates special education at all other public schools in the District, the District shall be responsible for all school site implementation of the IEP. The New School of San Francisco shall assist the District in implementing IEPs, pursuant to District and SELPA policies in the same manner as any other school of the District. The District and the school will need to be jointly involved in all aspects of the special education program, with the District holding ultimate authority over implementation and supervision of services. As part of this responsibility, The New School of San Francisco shall provide the District and the parents with timely reports on the student's progress as provided in the student's IEP, and at least quarterly or as frequently as progress reports are provided for non-special education students, whichever is more. The New School of San Francisco shall also provide all Home & School coordination and information exchange unless directed otherwise by the District. The school shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology unless directed otherwise by the District. The New School of San Francisco shall comply with any directive of the District as relates to the coordination between the school and District for IEP implementation including but not limited to adequate notification of student progress and immediate notification of any considered discipline of special education students in such matters, the petitioners would notify the District of relevant circumstances and communications immediately and act according to District administrative authority.

Reporting

The New School of San Francisco will collaborate with the District to collect/maintain information required by IDEA and lists: age, grade, type of disability, ELL status, and number of students receiving services, number of students receiving and types of test modifications and exemptions; settings of service; suspension data, and reasons for charter exiting.

All necessary procedures and practices to ensure confidentiality and accurate, timely reporting will be the responsibility of the Head of School.

Staffing

All special education services at The New School of San Francisco will be delivered by individuals or agencies qualified to provide special education services as required by California Education Code and the IDEIA. The New School of San Francisco staff shall participate in all mandatory District in-service training relating to special education. All IEPs will be properly implemented and all students supported, which will be the responsibility of the Head of School in year one and the Head of Curriculum and Instruction in the following year.

It is typically the responsibility of the District to, train, and employ all site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists unless the District directs The New School of San Francisco that current District practice is for the individual school sites to hire site special education staff or the District and The New School of San Francisco agree that The New School of San Francisco must hire on-site special education staff. In that

instance, The New School of San Francisco shall ensure that all special education staff hired are qualified pursuant to District and SEPLA policies, as well as meet all legal requirements. The District may review the qualifications of all special education staff hired by the school (with the agreement of the District) and may require pre-approval by the District of all hires to ensure consistency with District and SELPA policies. The District shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to The New School of San Francisco students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Due Process Hearings

In the event that a parent/guardian files a request for a due process hearing or request for mediation, the San Francisco Unified School District and The New School of San Francisco shall work together to defend the case, so long as the Charter School operates as a school of the authorizer for special education purposes. In the event that the San Francisco Unified School District determines that legal representation is needed, The New School of San Francisco agrees that it shall be jointly represented by legal counsel of the San Francisco Unified School District's choosing.

So long as The New School of San Francisco operates as a school of the authorizer for special education purposes, San Francisco Unified School District may initiate a due process hearing or request for mediation with respect to a student enrolled in the school if the authorizer determines such action is legally necessary or advisable. The New School of San Francisco agrees to cooperate fully with the District in such a proceeding.

So long as The New School of San Francisco operates as a school of the District for purposes of special education, the school understands that the District shall have sole discretion to settle any matter in mediation or due process. For the purposes of special education, the District shall also have sole discretion to file an appeal from a due process hearing or take other legal action involving any The New School of San Francisco student necessary to protect its rights.

Non-Public Placements/Non-Public Agencies

The District shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students. The New School of San Francisco shall not hire, request services from, or pay any non-public school or agency to provide education or services to special education students without the prior written approval of the District. The New School of San Francisco shall immediately notify the District of all parental requests for services from non-public schools or agencies, unilateral placements, and/or requests for reimbursement.

Non-discrimination

It is understood and agreed that all children will have access to The New School of San Francisco and no student shall be denied admission nor counseled out of The New School of San Francisco due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaint Procedures

Parents or guardians also have the right to file a complaint with San Francisco Unified School District and/or California State Department of Education if they believe that the school has violated federal or state laws or regulations governing special education.

The New School of San Francisco shall follow District policies as they apply to all District schools for

responding to parental concerns or complaints related to special education services. The New School of San Francisco JA shall instruct parents/guardians to raise concerns regarding special education services, related services and rights to the District unless otherwise directed by the District. The New School of San Francisco shall immediately notify the District of any concerns raised by parents. In addition, The New School of San Francisco and the District shall immediately bring to the other's attention any concern or complaint by a parent/guardian that is in writing and/or which involves a potential violation of state or federal law.

The District's designated representative, in consultation with The New School of San Francisco's designated representative, shall investigate as necessary, respond to, and address the parent/guardian concern or complaint. The New School of San Francisco shall allow the District access to all facilities, equipment, students, personnel, and records to conduct such an investigation.

The New School of San Francisco and the District shall timely notify the other of any meetings scheduled with parents/guardians or their representatives to address the parent/guardian concerns or complaints so that a representative of each entity may attend. The District, as the LEA, shall be ultimately responsible for determining how to respond to parent concerns or complaints, and The New School of San Francisco shall comply with the District's decision.

The New School of San Francisco and the District shall cooperate in responding to any complaint to or investigation by the California Department of Education, the United States Department of Education, or any other agency, and shall provide timely notice to the other upon receipt of such a complaint or request for investigation.

SELPA Representation

It is The New School of San Francisco's understanding that the District shall represent The New School of San Francisco at all SELPA meetings and report to The New School of San Francisco of SELPA activities in the same manner as is reported to all schools within the District.

Funding

The New School of San Francisco understands that it will enter into a MOU with the District regarding Special Education funding, and cannot at this time unilaterally dictate the funding relationship between the District and The New School of San Francisco. The New School of San Francisco anticipates, based upon State and Federal law that the fiscal relationship could be summarized as follows:

1. Retention of Special Education Funds by the District
 - The District shall retain all state and federal special education funding allocated for Charter School students through the SELPA Annual Budget Plan, and shall be entitled to count Charter School students as its own for all such purposes.
2. Retention of ADA Funds by the District for Non-Public Placements
 - a. The Parties acknowledge that the District may be required to pay for or provide Charter School students with placements at locations other than at The New School of San Francisco's school site in order to provide them with a free appropriate public education. Such placements could include, without limitation, programs or services in other District schools, in other public school Districts within the SELPA, in the District Office of Education program, in a non-public school, at home, at a hospital, or in a residential program. When such programs or services are provided at District expense, the District shall be entitled to receive from The New School of San Francisco the pro rata share of all funding received for such student, including, without limitation, all ADA funds, based on the number of instructional days or minutes per day that

the student is not at The New School of San Francisco site.

3. Contribution to Encroachment

- a. The New School of San Francisco shall contribute its fair share to offset special education's encroachment upon the District's general fund. Accordingly, The New School of San Francisco shall pay to the District a pro-rata share of the District's unfunded special education costs ("Encroachment"). At the end of each fiscal year, the District shall invoice The New School of San Francisco for the Charter School's pro-rata share of the District-wide Encroachment for that year as calculated by the total unfunded special education costs of the District (including those costs attributable to Charter School) divided by the total number of District ADA (including Charter School students), and multiplied by the total number of Charter School ADA. The Charter School ADA shall include all Charter School students, regardless of home District.

Special Education Strategies For Instruction and Services

The New School of San Francisco will comply with the federal mandate of the "least restrictive environment", meaning that the school will make every attempt to educate special education students along with their non-disabled peers. The New School of San Francisco will include all of its students as much as is appropriate according to each individual IEP, offering a comprehensive inclusion program that includes specialized individual tutoring through the school's extended day and year. Each student's IEP requires different kinds of accommodations and modifications for instruction and services, therefore the educational strategies of the IEP will be built around the student's needs and how these fit within the general educational program of the school. The instruction outlined in each student's IEP will be delivered by personnel qualified to do so.

Additionally, Special Education students will benefit from the collaborative, engaging and purposeful teaching methods that already embody differentiated pathways for learning. Given the fact that every child will be working towards unique goals as delineated in their Individualized Learning Plan (ILP) and have modifications to support that learning, students with IEPs should feel equally empowered to use their IEPs to guide their learning. We anticipate this will further build an inclusive culture.

Staff Professional Development

The Head of School, general education and special education teaching staff, as well as other appropriate faculty and staff members will attend professional development and/or training meetings necessary to comply with state and federal special education laws, including those sponsored by the District or SELPA.

So long as The New School of San Francisco operates as a "school of the Authorizer" for special education purposes, San Francisco Unified School District agrees to allow The New School of San Francisco staff access to all Special Education related professional development opportunities that are available to other employees of the San Francisco Unified School District.

The New School of San Francisco also intends to seek professional development opportunities for its staff through potential trainings facilitated by the District, The Exploratorium's Teacher Institute and Institute for Inquiry, and private companies or agencies.

Section 504 of the Rehabilitation Act

The New School of San Francisco shall be solely responsible for its compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. All facilities of the School shall be accessible for all students with disabilities in accordance with the ADA.

The New School of San Francisco recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or

otherwise be subjected to discrimination under any program of The New School of San Francisco. Any student, who has an objectively identified disability that substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the school.

A 504 team will be assembled by the Head of School and shall include the parent/guardian, the student, a qualified staff member, and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records, including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials include those tailored to assess specific areas of educational need, and not merely those designed to provide a single general intelligent quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflects the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student has a disability and is eligible for a 504 Plan, the team shall determine what, if any, accommodations or services are needed to ensure that the student receives the free and appropriate public education ("FAPE").

In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the school's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary. All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The Head of School will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

ELEMENT B: MEASURABLE PUPIL OUTCOMES

Governing Law: The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both school-wide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Education Code Section 47605(b)(5)(B).

The New School of San Francisco has clearly defined school-wide outcome goals in compliance with California Education code sections 47605(b)(5)(B) and 52060(d). The New School of San Francisco will pursue the following school-wide and subgroup outcome goals, as measured by multiple and varied benchmark assessments that are aligned to state and federal standards (including the new Common Core) and reflect proficiency measures required by the [selected assessment(s)], as well as applicable state priorities detailed in California Education Code § 52060(d) that apply for the grade levels served, or the nature of the program operated, by the charter school. For purposes of measuring achievement of these goals, a numerically significant pupil subgroup will be defined as one that meets both of the following criteria:

- "(i) The subgroup consists of at least 50 pupils each of whom has a valid test score.*
- (ii) The subgroup constitutes at least 15 percent of the total population of pupils at a school who have valid test scores." Cal. Education Code § 47607(a)(3)(B).*

The New School of San Francisco will set high academic expectations, as well as individual objectives for its students and staff. It is simply not enough for our students to score proficient levels on standardized tests. The changing and incredibly diverse world around us necessitates that our youth have the social emotional skills, character traits and problem-solving ability to navigate and thrive. As outlined in our "Graduate Profile" section of this petition, it is most important that our students become:

1. Academically thriving students
2. Self-reflective individuals
3. Creative problem-solvers
4. Life-long learners
5. Agents of positive social change

To achieve the ambitious outcomes outlined above and ensure that The New School of San Francisco students are prepared to achieve their personal and professional ambitions, first and foremost we must see to it that students perform academically at or above grade level on California's content standards and newly adopted Common Core State Standards in all subject areas. Additionally, they must be able to demonstrate their understanding and comprehension in multiple forms of assessment including journals, essays, presentations, portfolios, and demonstrations and performance. Students must also develop the critical thinking skills, adaptability and resourcefulness, as well as the collaboration skills necessary to become contributing students and citizens. Finally, The New School of San Francisco students need to be self-aware, persistent, and engaged in learning to continue their academic and personal growth as lifelong learners.

The New School of San Francisco believes that outcomes and assessments should inform curriculum and instruction, and recognizes that there are multiple possible forms of assessment. Additionally, we acknowledge that there are two primary reasons for assessments – 1) to provide meaningful feedback to students and teachers, and 2) to monitor progress toward goals or objectives. Element C: Methods of

Assessment will describe both in more detail. The section below will describe the goals and objectives for students, families, and staff, as well as for its partnerships in the community.

SPECIFIC OUTCOMES ALIGNING TO THE EIGHT STATE PRIORITIES

The following measurable student outcomes are directly aligned with The New School of San Francisco's "Graduate Profile" core competencies. In addition, these core competencies are aligned with:

- The specific developmental needs of elementary school students (given that The New School of San Francisco will grow to become a K-5 school within the first five years).
- The Eight State Priorities, goals and outcomes associated with the new Local Control Funding Formula.⁵⁰

We see the below goals as a baseline in terms of expectations and will take time over the next year to refine and make more robust processes whereby student progress will be measured. The assessment tools used to measure these outcomes are noted below and also covered in detail in Element C of this charter.

Goal 1: Academically thriving students

Outcome 1: Students will be highly skilled readers and writers of the English Language

- 70% or more of all students will demonstrate at least one year of growth on the English Language Arts portion of the SBAC Common Core assessment. (Note: We recognize the challenge in setting metrics aligned to Common Core with no historical data, and intend to revisit this number over the next year).
- An average of 65% or more of all students will be classified as having an advanced or proficient grade level equivalence on the Developmental Reading Assessment®.
- An average of 75% or more of all students will "meet or exceed goal" on their individualized reading and writing goals (as defined in their Individualized Learning Profile)
- An average of 70% or more of all students will earn a rating of proficient or advanced on summative performance assessments in writing in 3rd grade.

Outcome 2: Students will be strong in applying mathematical skills and reasoning

- 70% or more of all students will demonstrate at least one year of growth on the Mathematics portion of the SBAC Common Core assessment.
- An average of 70% or more of all students will earn a rating of proficient or advanced on the trimester mathematics assessments.
- An average of 70% or more of all student will earn a proficient or advanced rating on end-of-year mathematics report cards
- An average of 75% or more of all students will "meet or exceed goal" on their individualized math goal (as defined in their Individualized Learning Profile).

Outcome 3: Students will become proficient in science concepts and scientific thinking

- An average of 70% or more of all students will earn a proficient or advanced rating on end-of-year science report cards

⁵⁰ As described by the California Department of Education:

http://www.csba.org/GovernanceAndPolicyResources/FairFunding/~media/CSBA/Files/GovernanceResources/GovernanceBriefs/2013_08_1.CFF_Fact_Sheet-funding_priority.aspx

- An average of 70% or more of all students will earn a rating of proficient or advanced on end-of-year portfolio submissions, which will be aligned to Next Generation Science Standards.⁵¹
- An average of 75% or more of all students will “meet or exceed goal” on their individualized science goal (as defined in their Individualized Learning Profile)

Outcome 4: Students will become proficient in social studies practices and content

- An average of 70% or more of all students will earn a proficient or advanced rating on end-of-year social studies report cards
- An average of 70% or more of all students will earn a rating of proficient or advanced on end-of-year portfolio submission related to social studies.
- An average of 75% or more of all students will “meet or exceed goal” on their individualized social studies goal (as defined in their Individualized Learning Profile)

Outcome 6: Students will gain proficiency of the Spanish language.

- Students will average one year of language growth on end-of-year assessment.
- An average of 75% or more of all students will “meet or exceed goal” on their individualized Spanish fluency goal (as defined in their Individualized Learning Profile)

Outcome 6: English Language Learners will gain fluency and command of the English language.

- English Language Learners will gain one ELL level per year until reclassification as English language fluent.
- An average of 75% or more of English Language Learners will “meet or exceed goal” on their individualized learning goals (as defined in their Individualized Learning Profile)

Outcome 7: Special Education students will grow in accordance with their IEP goals.

- All students with IEPs will be expected to meet their annual goals.

Goal 2: Self-reflective Individuals

Outcome 1: Students will demonstrate growth in Emotional Intelligence competencies

- 75% of students will “meet or exceed” their SEL goal, which is determined by each individual student, their teachers, and their families. Teachers will explore and develop tools to identify and evaluate personal growth in SEL, and examples can be found in Element C.

Outcome 2: Students will set goals, work toward them, and reflect on progress

- 90% of students⁵² will keep an Individualized Learning Profile wherein they monitor progress of specific learning goals
- 75% of students will score proficient or advanced on a “Learn how to Learn” rubric by the end of each school year (rubric found in Appendix B)

Outcome 3: Students will develop a reflective practice in their academic and personal pursuits

- 90% of students will participate in journal-writing about their academic and personal progress by grade 2
- 90% of students will participate in student-led conferences with their families and teachers

⁵¹ Based on research with the Exploratorium, The New School of San Francisco will add proficiency goals in Science aligned to Next Generation Science Standards in year 2 or 3.

⁵² 95% will be used several times in places where we fully intend for *all* students to meet a particular goal. We chose 95% to acknowledge that there may be infrequent circumstances that lead a student or family not to reach a particular goal for good reason.

Goal 3: Creative problem-solvers

Outcome 1: Students will demonstrate high levels of critical thinking, problem-solving skills, and creativity

- 75% of students will score proficient or advanced on a "Critical Thinking & Problem-Solving" rubric by the end of each school year (rubric found in Appendix B)
- 95% of students will participate in expositions at the end of each trimester
- All students will practice creativity daily through music, art, and tinkering

Outcome 2: Students will demonstrate high levels of cooperation

- 75% of student will participate in peer review during each trimester
- 75% of students will score an average of proficient or advanced on a "Work Collaboratively" rubric by the end of each school year (rubric found in Appendix B)

Goal 4: Life-long learners

Outcome 1: Students will develop a growth mindset

- 75% of students will score an average of proficient or advanced on a "growth mindset" rubric by the end of each school year (rubric will be created by The New School of San Francisco staff and based on current research)
- 75% of students will show improved academic performance in each of the three trimesters

Outcome 2: Students will pursue their own interests and demonstrate passion and persistence in those pursuits

- 75% of students will pursue an interest outside of daily classwork
- 95% of students will identify "areas of strength" in their Individual Learning Plan, and identify steps to cultivate those strengths

Goal 5: Agents of positive social change

Outcome 1: Students will demonstrate high levels of agency

- 75% of students will score proficient or advanced on the entire "Agency" rubric, which will be developed by The New School of San Francisco staff
- 75% of students will seek feedback from peers or adults during each Learning Arc

Outcome 2: Students will become well-informed citizens and active participants in their communities

- 95% of students will participate in service-learning projects
- 95% of students will participate in at least one school sponsored activity or event each trimester outside the regular school day

In addition to student goals, The New School of San Francisco has established clear and measurable organizational goals to ensure we remain a viable learning organization over time and are in alignment with the Eight State Priorities. The measures below will be based on a bi-annual "School Climate Survey", which will be administered to all families and faculty. The survey will be used to understand The New School of San Francisco's areas of strength and areas for growth, and will be shared widely with the school community.

Goal 6: Engaged and empowered families

Outcome 1: Families feel welcome and valued in the school community

- 75% of families report that they feel valued at The New School of San Francisco on the "School Climate Survey" by the end of each school year
- 75% of families report that they have strong relationships with at least one The New School of San Francisco staff member

Outcome 2: Families exercise voice at The New School of San Francisco

- 95% of families complete the bi-annual "School Climate Survey"
- 75% of families attend at least one school community meeting (occurring monthly) each year

Outcome 3: Families know and understand their students' learning goals and progress

- 95% of families attend all three student-led conferences each year
- 75% of families report that they "understand their student's learning goals and progress" on the "School Climate survey" on the "School Climate Survey" by the end of each school year

Goal 7: Highly effective and engaged faculty

Outcome 1: The New School of San Francisco faculty learn, grow and meet expectations for excellence in their roles

- 75% of teachers meet or exceed their personalized growth goals (as determined in by their Individualized Learning Plan)
- 75% of teachers meet or exceed their student growth goals (as determined in by their Individualized Learning Plan)
- 95% of staff participate in a professional learning opportunity of their choice
- 75% of faculty report that they "satisfied" or "extremely satisfied" with their learning and growth on the "School Climate Survey" by the end of each school year
- 75% of faculty are retained at The New School of San Francisco each year

Outcome 2: The New School of San Francisco faculty feel welcome and valued in the school community

- 75% of faculty report that they feel valued at The New School of San Francisco on the "School Climate Survey" by the end of each school year
- 75% of faculty report that they have strong relationships with at least one other The New School of San Francisco staff member on the "School Climate Survey" by the end of each school year

Outcome 3: Staff composition will reflect the diversity of our student body and community

- 50% or more of staff will self-identify as people of color

Goal 8: Equitable outcomes for students, families, and faculty

Outcome 1: Student outcomes are equitable across lines of difference

- There are no gaps in academic performance along lines of race, socio-economic status, or gender by 4th grade
- Every The New School of San Francisco student identifies areas of strength and areas for growth in his or her own Individualized Learning Plan

Outcome 2: The student body will be diverse in many respects, and roughly mirror the diversity of SF⁵³

- The New School of San Francisco will be racially diverse (Approximate recruitment goals: 25% Latino; 25% White; 25% Asian; 15% African-American; 10% Multiple ethnicities)
- The New School of San Francisco will be linguistically diverse (Approximate recruitment goal: 25% ELL with multiple home languages represented)
- The New School of San Francisco will be socio-economically diverse (Approximate recruitment goal: 45% Free/reduced lunch)

Outcome 3: Family involvement and power is equitable across lines of difference

- Family representation on school decision-making bodies roughly mirrors the composition of The New School of San Francisco families by race and socio-economic status
- Family participation in the "School Climate Survey" roughly mirrors the composition of The New School of San Francisco families by race and socio-economic status
- Family satisfaction with The New School of San Francisco experience (as voiced in the School Climate Survey) does not show gaps by race or socio-economic status

Outcome 4: The New School of San Francisco faculty has equitable, positive experiences in their jobs

- There are no gaps in retention or leadership involvement for school faculty by race, socio-economic status or gender
- There are no gaps in "job satisfaction" along lines of race, socio-economic background or gender on the "School Climate Survey" by the end of each school year

Goal 9: Continuous learning and improvement

Outcome 1: School climate and culture is strong and continuously improving

- The New School of San Francisco will administer a student and family survey twice annually to understand perceptions of the school climate and culture
- The New School of San Francisco students, families and parents gather monthly in "Community Meetings" to discuss the school's progress along multiple measures
- The New School of San Francisco faculty and families reflect annually on various data points to plan for the following year

Outcome 2: The New School of San Francisco has meaningful research on the impact of our Educational Model

- In partnership with the Exploratorium, The New School of San Francisco will produce two white papers in the first three years of work (these will likely be around Next Generation Science standards and/or Inquiry ARCs effect on deeper learning)

The following charts delineate The New School of San Francisco's school-wide and subgroup outcome goals and performance targets aligned to the state's priorities that apply for the grade levels served, or the nature of the program operated, by the charter school, methods for measuring progress and the individual(s) with primary responsibility for each, all aligned with the state's priorities defined in Cal. Ed. Code Section 52060(d). As the State and District finalize new standardized assessment tools (e.g., [assessments]) and new school performance measures (e.g., API), and finalize the format for the new Local Control Accountability Plans as applicable to charter schools, The New School of San Francisco will work with the District to ensure that it creates and updates its plans and goals accordingly. The LCAP shall not be deemed part of the charter,

⁵³ Detailed recruitment goals and rationale can be found in the Community Engagement Plan in Appendix E.

and therefore, annual amendments to the LCAP shall not be considered a “material revision to the charter” as defined on section 47607. Actions intended to ensure that the school meets these goals and targets are delineated throughout this charter petition. (e.g., Element 1: Educational Program; Element 4: Governance and parental involvement; etc.) See the following chart for specific actions, their corresponding assessments and the school personnel responsible for their implementation.)

ACHIEVEMENT GOAL #1— BASIC SERVICES		
<i>The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))</i>		
SCHOOL ACTION	METHOD(S) OF ASSESSMENT	PERSON(S) RESPONSIBLE
Recruit a diverse, qualified and talented team of teachers	LCAP report, School Climate Survey	Head of School
Create and deliver standards-aligned instructional plans at the yearly and unit level	Review of yearly, unit and daily plans	Head of School
Annual walkthroughs to evaluate school repairs	Inspection report	Head of School and an expert in facilities maintenance (depending on space)

ACHIEVEMENT GOAL #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS		
The charter school will meet or exceed the same accountability standards as District schools regarding the implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency		
SCHOOL ACTION	METHOD OF ASSESSMENT	PERSON(S) RESPONSIBLE
Administer ongoing and cumulative student assessments for <u>all</u> students	Standard-aligned diagnostics & assessments, DRA, ADEPT (A Developmental English Proficiency Test), CELDT	Teacher, SST or Head of School
Faculty wide data dives to reflect on data after each inquiry unit and plan for the unit ahead	Standard-aligned diagnostics & assessments, DRA, ADEPT (A Developmental English Proficiency Test), CELDT	Head of School

ACHIEVEMENT GOAL #3— PARENTAL INVOLVEMENT		
<p>The charter school will meet or exceed the same accountability standards as District schools for parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation</p>		
SCHOOL ACTION	METHOD OF ASSESSMENT	PERSON(S) RESPONSIBLE
Provide frequent and continuous parent outreach in English and Spanish via emails, phone calls and letters home	School Climate Survey	Head of School or Director of Community and Family Engagement
Create opportunities to invite parents to participate, learn more about the school and/or volunteer their time	School Climate Survey	Head of School or Director of Community and Family Engagement
Create Home & School Council for parents to exercise their voice and provide input into school decision-making	School Climate Survey	Head of School and Chair of the Council

ACHIEVEMENT GOAL #4— STUDENT ACHIEVEMENT		
<p>The charter school will meet or exceed the same accountability standards as District schools for pupil achievement, as measured by all of the following, as applicable:</p> <ul style="list-style-type: none"> • CA Measurement of Academic Progress and Performance on statewide assessment (as available) • The Academic Performance Index (API) (as available) • Percentage of pupils who are college and career ready • Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC) • EL reclassification rate • Percentage of pupils who have passed an AP exam with a score of 3 or higher • Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness 		
SCHOOL ACTION	METHOD OF ASSESSMENT	PERSON(S) RESPONSIBLE
All students will become proficient in English, math, science and social science.	Standard-aligned diagnostics & assessments, DRA, ADEPT (A Developmental English Proficiency Test), CELDT	Lead Teachers and Director of Curriculum & Assessment
All students will demonstrate growth on their Individualized Learning Plans (ILP) – with an overall average of reaching 75% of specified goals.	Continuous monitoring of progress towards specified individualized learning goals in the ILP.	Lead Teachers

ACHIEVEMENT GOAL #5— STUDENT ENGAGEMENT		
<p>The charter school will meet or exceed the same accountability standards as District schools regarding pupil engagement, as measured by all of the following, as applicable:</p> <ul style="list-style-type: none"> • School attendance rates • Chronic absenteeism rates • Middle school dropout rates (EC §52052.1(a)(3)) • High school dropout rates • High School graduation rates 		
SCHOOL ACTION	METHOD OF ASSESSMENT	PERSON(S) RESPONSIBLE
Provide frequent and continuous parent outreach in English and Spanish via emails, phone calls and letters home	School Climate Survey	Head of School or Director of Community & Family Engagement
Leverage Student Success Teams (SST) to support individual students with attendance problems	School Climate Survey	SST, Director of Community & Family Engagement or Head of School

ACHIEVEMENT GOAL #6— SCHOOL CLIMATE		
<p>The charter school will meet the same accountability standards as District schools regarding school climate, as measured by all of the following, as applicable:</p> <ul style="list-style-type: none"> • Pupil suspension rates • Pupil expulsion rates <p>Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness</p>		
SCHOOL ACTION	METHOD OF ASSESSMENT	PERSON(S) RESPONSIBLE
Create an environment and culture where feedback and ideas are encouragement and welcomed.	School Climate Survey	Head of School
Create Home & School Council for parents to exercise their voice and provide input into school decision-making	School Climate Survey	Head of School and Chair of the Council

ACHIEVEMENT GOAL #7— COURSE ACCESS

The charter school will meet the same standards District schools are held to regarding the extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.

“Broad course of study” includes the following, as applicable: Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)

SCHOOL ACTION	METHOD OF ASSESSMENT	PERSON(S) RESPONSIBLE
Develop a robust and integrated curriculum (See Curriculum & Instruction Section on page 23)	Review and evaluation of the curriculum by the Board, the Advisory Network and the Home & School Council	Board, Head of School, Home & School Council and/or Advisory Board

ACHIEVEMENT GOAL #8— STUDENT PERFORMANCE

All students will demonstrate appropriate developmental or age/grade level mastery of State and National standards (see <http://www.cde.ca.gov/be/st/ss/> and www.corestandards.org) and aligned with the state’s priorities detailed in California Education Code Section 51220 (grades 7-8). Individual performance goals will be established for each student at the beginning of each year based on his/her baseline benchmark assessments, past academic performance, special needs/IEP, and other available data as measured by all of the following, as applicable: A. Internal Assessment, B. Growth, C. Social Responsibility

SCHOOL ACTION	METHOD OF ASSESSMENT	PERSON(S) RESPONSIBLE
Develop and Individualized Learning Plan (ILP) for each student at the onset of the year	Ongoing progress reviews of specified learning goals	Teacher
Set specific annual learning targets for all core content areas and for students with special learning needs (see page 69 for specific goals).	Beginning of year diagnostics, ongoing assessments and end of year assessments for all content areas	Teacher

ELEMENT C: METHODS OF ASSESSMENT

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605(b)(5)(C).

The New School of San Francisco will implement a comprehensive assessment system to measure progress toward our vision for student success, which includes tracking student mastery of grade-level standards and requisite skills in each subject area. With that in mind, we believe strongly that teaching to deep understanding and mastery is complex and that teachers cannot approach this task formulaically. Below we describe the multiple measures and assessments, which will be implemented to gain a holistic understanding of each student's progress toward individual learning goals and grade-level standards.

The New School of San Francisco recognizes that California is currently transitioning to SMARTER Balanced Assessment Consortium (SBAC) assessments for mathematics and English-language arts, which are aligned to the Common Core State Standards. Additionally, SFUSD has pursued a CORE waiver to develop a comprehensive set of assessment tools that would supplement or replace the Smarter Balance assessments. With these transitions in mind, The New School of San Francisco has developed an initial plan for student assessment; however, we will continue to participate in these discussions and stay informed about the District and state decisions with regards to assessment.

STATE MANDATED TESTS

The New School of San Francisco will meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public school. Such state-mandated assessments include those under the California Assessment of Student Performance and Progress (CAASPP) assessment system and/or the CORE assessments being developed by SFUSD and nine other Districts across California. In alignment with the CAASPP, The New School of San Francisco will administer the SBAC assessments in English Language Arts and Mathematics to students in grades two through eight in the spring of each year. The California Standards Test for science will be administered annually to students in grade five. The California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA) will be administered to students as necessary. These tests will help monitor progress on grade-level content and skill development, as well as progress in meeting AYP and API goals. The California English Language Development Test (CELDT) will be administered to English Learners annually. Finally, the Physical Fitness Test will be administered to students in grades five and seven annually. As mentioned above, The New School of San Francisco understands that the state is currently transitioning to the SBAC assessments, and that SFUSD is pursuing a waiver for these tests. The New School of San Francisco plans continue discussions with the District and state as these decisions are made.

PORTFOLIO ASSESSMENTS & STUDENT-LED CONFERENCES

In addition to subject-area specific assessments and state-mandated tests, The New School of San Francisco will use portfolio assessments to assess student learning in content knowledge as well as deeper learning skills and non-cognitive skills. Portfolio Assessments require students to compile a variety of work products in various subjects throughout the year. The portfolio work pieces represent a sample of students' accomplishments, academic progress, interests and reflections. In addition to content, portfolio assessments allow for the assessment of deeper learning skills such as critical thinking, problem solving, communication,

and agency. They also allow a teacher to understand the student's growth over time instead of just their performance on a given day.

Student-led conferences will take place 3 times per year toward the end of each Inquiry Arc, and portfolios will be the basis for discussion in each child's conference. Before each conference, students will compile their work for the trimester, reflect on their learning successes, challenges and goals moving forward, and prepare to lead their family member and teacher through that work. Of course, student-led conferences will be scaffolded so they are age appropriate. For example, a first grade student will follow a specific protocol and will also practice their conference in class to build confidence and communication skills. After sufficient practice that student will explain her or his portfolio to a family member and teacher with support. In contrast, a fifth grader will lead her or his conference more independently. That student will complete pre-work to develop main points for the conference, practice with peers, and have more flexibility to conduct the conference to meet individual goals. Pod Time will provide a space to prepare for student led conferences so students feel prepared and they derive meaningful learning from the experience.

PERFORMANCE-BASED ASSESSMENTS

Performance-based assessments occur in the "Exposition" phase of each Inquiry Arc (see p. 28 for more information on Inquiry Arcs and refer to Appendix B to see a sample Unit Plan). During Exposition, students demonstrate their learning of content and skills relevant to that particular Inquiry Arc and their own goals. Teachers will select and develop authentic, valid goals and content standards for each Inquiry Arc, and based on the Understanding By Design (UbD) framework, they will build a meaningful assessment to measure student learning.⁵⁴

For each thematic unit, teachers will develop a variety of assessments, and the culminating assessment will be performance-based. Therefore, it will be complex, open-ended, and authentic, and it will require students to demonstrate 21st century learning skills that are aligned to The New School of San Francisco graduate profile.

REPORT CARDS

Student report cards will summarize student performance, progress and assessment at the end of each trimester. The New School of San Francisco report cards will be designed to give meaningful feedback to students and capture their progress regularly. They will capture content-specific mastery, as well as skills and dispositions aligned to The New School of San Francisco graduate profile: 1) Academically thriving students, 2) Reflective individuals, 3) Creative problem-solvers, 4) Lifelong learners, and 5) Agents of positive social change.

Report cards will contain numerical scores based on key rubrics, which are explained in Element B. They will also contain several narrative sections where teachers detail examples of a student's level of development / mastery based on observations, student-work, portfolio submissions, project rubrics, and/or various classroom based and school-wide assessments. Report cards will act as a teacher's commentary on a student's holistic accomplishments, performance and growth areas for a given trimester, and students will have an opportunity to comment and reflect on them during their student-led conference.

⁵⁴ McTighe, J. & Wiggins, G..(2005). *Understanding by Design*. Alexandria, VA: Association for Supervision and Curriculum Development.

MULTIPLE MEASURES

In addition to the assessments listed above, The New School of San Francisco teachers will use a variety of assessment measures in their classrooms throughout the year. Baseline assessments will be used to measure students' skills in English Language Arts and Mathematics as well as social-emotional competencies. Formative assessments will be frequent and include formal and informal performance-based assessments. They will help students and their teachers understand each child's strengths and areas for growth. This information will be critical for guiding instruction and to identify students' needs for additional challenge or support. Summative assessments will take place at the end of each Inquiry Arc. They may include one or more of the assessments listed below as well as portfolio submissions, which are explained above. Please also refer to the table in Element B of this charter for a description of the assessments The New School of San Francisco will utilize in its educational program, which are aligned to the Eight State Priorities and demonstrate multiple measures for each subject area.

- *Leveled Reading Assessments:* All students will be assessed at the beginning of the year using the Developmental Reading Assessment (DRA). The DRA is used to understand each student's current reading level with regards to fluency, word analysis and comprehension. The DRA will be used to group students for guided reading, reader's workshop and to select appropriate independent reading books. Teachers will conduct running records of student growth on the DRA and assess students as often as necessary (minimum 3 times per year) to ensure students are growing consistently, and that teachers are meeting their needs through classroom instruction and activities.
- *Writing Assessments:* A writing sample will be collected and assessed for each student at least four times per year – as a baseline and at the end of each Trimester. Teachers will use the 6+1 Traits writing model to assess student work and provide feedback. Additionally students will learn to utilize a version of the 6+1 rubric to analyze their own work and provide feedback to their peers.
- *Mathematics Assessments:* Students take Common Core-aligned assessments that are being developed by the SBAC. Additionally, assessments provided by Pearson Education's Investigations in Number, Data, and Space®, the Connected Mathematics program, Bridges in Mathematics® and possibly the CGP Education courses in math, will add to the ways in which we monitor student progress and growth.
- *Social-Emotional Learning Assessments:* Teachers will explore and develop tools to identify students' skills in social and emotional learning (SEL). Possible measurement tools include Classroom Assessment Scoring System (CLASS), Early Childhood Classroom Observation Measure (ECCOM), teacher-created rubrics informed by the Five SEL core competencies (explained on p. 30) and forms of narrative observation and documentation.
- *Self & Peer assessments:* Students complete comprehensive self-assessments 3 times per year toward the end of each Inquiry Arc. This gives students a chance to reflect on their own progress, and the assessment itself helps cultivate students' ability to be self-aware and reflective. Additionally, students complete peer reviews informally throughout the school year to give valuable feedback to students they have worked with closely.
- *Family observation data:* During student-led conferences, which take place 3 times per year, families will provide observational evidence of student growth. They will discuss their students' academic and

personal growth, as observed outside the school day, which will help teachers and students reflect on progress made and work still to be done.

Performance Area	Assessment tools	Type of assessment	Frequency	Annual Goal
LANGUAGE ARTS <i>(Academically thriving students)</i>	Diagnostic Reading Assessment (DRA)	Diagnostic, criterion-referenced	Baseline, formative, summative	70% or more of all students will demonstrate at least one year of growth on the English Language Arts portion of the SBAC Common Core assessment.
	Writing Rubrics aligned to state standards and 6+1 Traits	Diagnostic, criterion-referenced, standards-aligned, performance based	4 Formal samples / year (ongoing informal use)	An average of 65% or more of all students will be classified as having an advanced or proficient grade level equivalence on the Developmental Reading Assessment®.
	State Assessments in ELA aligned to CCSS	Standards-aligned	Annually	An average of 75% or more of all students will "meet or exceed goal" on their individualized reading and writing goals (as defined in their Individualized Learning Profile)
	Report cards (all subject areas)	Informal, Formative	3x per year	An average of 70% or more of all students will earn a rating of proficient or advanced on summative performance assessments in writing in 3 rd grade.
	Portfolio submissions for reading and writing	Performance-based; Formative & summative	3x per year	
	Family observation data – Families describe growth they notice at the end of each Inquiry Arc	Informal, Formative	3x per year in conferences	
MATHEMATICS <i>(Academically thriving students)</i>	State Assessments in Math aligned to CCSS	Standards-aligned	Annually	75% or more of all students will demonstrate at least one year of growth on the Mathematics portion of the SBAC Common Core assessment.
	Report cards (all subject areas)	Informal, Formative	3x per year	An average of 75% or more of all students will earn a rating of proficient or advanced on the trimester mathematics assessments.

	Portfolio submissions for mathematics Family observation data – Families describe growth they notice at the end of each Inquiry Arc	Performance-based; Formative & summative	3x per year	An average of 75% or more of all students will earn a proficient or advanced rating on end-of-year mathematics report cards. An average of 75% or more of all students will “meet or exceed goal” on their individualized math goal (as defined in their Individualized Learning Profile).
SOCIAL STUDIES <i>(Academically thriving students)</i>	State Assessments in Social Studies aligned to CCSS	Standards-aligned	Annually	An average of 75% or more of all student will earn a proficient or advanced rating on end-of-year social studies report cards. An average of 75% or more of all students will earn a rating of proficient or advanced on end-of-year portfolio submission related to social studies.
	Report cards	Informal, Formative	3x per year	
	Portfolio submissions for social studies	Performance-based; Formative & summative	3x per year	An average of 75% or more of all students will “meet or exceed goal” on their individualized social studies goal (as defined in their Individualized Learning Profile)
SCIENCE <i>(Academically thriving students)</i>	State Assessments in Science aligned to Next Generation Science Standards	Standards-aligned	Annually	An average of 75% or more of all student will earn a proficient or advanced rating on end-of-year science report cards. An average of 75% or more of all students will earn a rating of proficient or advanced on end-of-year portfolio submissions, which will be aligned to Next Generation Science Standards.
	Report cards	Informal, Formative	3x per year	
	Portfolio submissions for science	Performance-based; Formative & summative	3x per year	An average of 75% or more of all students will “meet or exceed goal” on their individualized science goal (as defined in their Individualized Learning Profile).
Self-reflection individuals	Teacher created	Criterion-referenced,	3x per year in	75% of students will “meet or exceed” their SEL goal

	rubrics and observation data	Informal, Formative	conferences	95% of students ⁵⁵ will keep an Individualized Learning Profile where they monitor progress of specific learning goals
	Portfolio submissions (student reflection component)	Performance-based; Formative & summative	3x per year	75% of students will score proficient or advanced on a "Learn how to Learn" rubric by the end of each school year
	Report cards (all subject areas)	Informal, Formative	3x per year	95% of students will participate in journal-writing about their academic and personal progress by grade 2
	Self & Peer Assessments	Informal, Formative	3x per year / ongoing	95% of students will lead student-led conferences with their families and teachers
Creative problem-solvers	Performance assessments	Standards aligned; Performance-based	3x per year	75% of students will score proficient or advanced on a "Critical Thinking & Problem-Solving" rubric by the end of each school year (rubric found in Appendix B)
	Portfolio submissions	Performance-based; Formative & summative	3x per year	95% of students will participate in expositions at the end of each trimester All students will practice creativity daily through music, art, and tinkering 75% of student will participate in peer review during each trimester 75% of students will score an average of proficient or advanced on a "Work Collaboratively" rubric by the end of each school year (rubric found in Appendix B)
Life-long learners	Report cards (all subject areas)	Informal, Formative	3x per year	75% of students will score an average of proficient or advanced on a "growth mindset" rubric by the end of each school year (rubric will be created by The New School of San Francisco staff and based on current research)
	Individualized Learning Plans	Informal, growth-oriented	Ongoing	75% of students will show improved academic performance in each of the three trimesters 75% of students will pursue an interest outside of daily classwork 95% of students will identify "areas of strength" in their Individual Learning Plan, and identify steps to cultivate those strengths

⁵⁵ 95% will be used several times in places where we fully intend for *all* students to meet a particular goal. We chose 95% to acknowledge that there may be infrequent circumstances that lead a student or family not to reach a particular goal for good reason.

Agents of positive social change	Report cards (all subject areas)	Informal, Formative	3x per year	<p>75% of students will score proficient or advanced on the entire "Agency" rubric, which will be developed by The New School of San Francisco staff</p> <p>75% of students will seek feedback from peers or adults during each Learning Arc</p> <p>95% of students will participate in service-learning projects</p> <p>95% of students will participate in at least one school sponsored activity or event each trimester outside the regular school day</p>
English Language Development (in addition to assessments for general education population)	CELDT	Criterion-referenced; Summative	Annually	<p>English Language Learners will gain one ELL level per year until reclassification as English language fluent.</p> <p>An average of 75% or more of English Language Learners will "meet or exceed goal" on their individualized learning goals (as defined in their Individualized Learning Profile)</p>
Special Education	Individuated Education Plan (IEP) goals for special education students	Multiple	Annually	All students with IEPs will be expected to meet their annual goals.

The New School of San Francisco affirms that its methods for measuring pupil outcomes for the Eight State Priorities, as described in Element B of this charter, shall be consistent with the way information is reported on a School Accountability Report Card as required by Education Code Section 47605(b)(5)(C).

Use and reporting of data:

Access to information and transparency will be key pillars of the work at The New School of San Francisco. The New School of San Francisco will implement a comprehensive Student Information System (SIS) to house student and family data, track student growth and learning, and make information available in real-time to all appropriate stakeholders. This means that students and their families may access up-to-date information at school or at home. Recognizing that not all families have internet access at home, The New School of San Francisco will also send regular paper communication home to families, make phone calls home to discuss progress with families, and regularly discuss learning and growth with students in Pod Time and in their classes. The Director of Curriculum and Instruction, in collaboration with all school staff, will be responsible for maintaining the SIS in accordance with the school's mission and vision.

The New School of San Francisco believes strongly that teaching to deep understanding and mastery is complex and that teachers cannot approach this task formulaically. Rather than impart rigid structures for teachers, The New School of San Francisco will celebrate an inquiry process to support adult learning and

growth. Teachers will begin by formulating a goal or identifying an area for improvement based on student performance or their own teaching practice. From there, they will formulate a hypothesis about what might improve outcomes for students. And finally, they will test various solutions and analyze the results. This cycle of inquiry will be conducted collaboratively to ensure that teachers practice the same, high-impact learning processes they foster for students.

As part of this inquiry process, teachers and staff at The New School of San Francisco will be engaged in an ongoing process of data review, analysis and evaluation in connection with student learning outcomes. Teachers will analyze data individually and do so regularly in teams to build their knowledge and understanding of student needs and progress. Data will help to inform teachers about student performance and to identify areas of focus for individual students and entire classes. Collaborative teams based on subject areas and grade levels will meet weekly to discuss data with each other as well. Additionally, Pod Time will provide a specific space and structure to foster teacher collaboration throughout the grades. Each Pod Time Advisor will monitor their students' progress throughout the six years they are assigned to them. They will continuously to be an advocate and resource for that student and that student's family.

Reporting to parents:

The New School of San Francisco will meet with families during orientation each year to share the school's assessment philosophy and so families know how to access information independently. Families will have access to standardized testing data and ongoing formative assessment and portfolio assessment results through the SIS. Additionally, they will receive formal updates regarding SARC data and be consulted regarding the development of the annual LCAP update, as required by Education Code Section 47606.5. Additionally, families will have regular and meaningful contact with their child's Pod Time Advisor through phone calls, emails, and by sending materials home with students. Finally, student-led conferences at the end of each Trimester will provide an opportunity for parent discussion, input, and involvement.

School accountability report card (SARC):

Student Achievement data will be disaggregated annually to clearly identify academic performance of students by sub-groups (e.g. including by ethnicity, gender, Socioeconomic status, English Learners and native English Speakers, Students with and without disabilities). The New School of San Francisco will compile the necessary data and create a SARC at the end of each school year. State law requires that the SARC contain all of the following material:

- Demographic information
- School safety and climate for learning information
- Academic data
- School completion rates
- Class sizes
- Teacher and staff information, including data about Highly Qualified Teachers
- Curriculum and Instruction descriptions
- Postsecondary preparation information
- Fiscal and expenditure data

ELEMENT D: GOVERNANCE STRUCTURE

Governing Law: The governance structure of the school, including, but not limited to, the process to be followed to ensure parental involvement. Education Code Section 47605(b)(5)(D).

Non-Profit Public Benefit Corporation

The New School of San Francisco will be a directly funded independent charter school and will be operated by NSSF, a California non-profit public benefit corporation, pursuant to California law, upon approval of this charter.

The New School of San Francisco will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and The New School of San Francisco. Pursuant to California Education Code Section 47604(c), the District shall not be liable for the debts and obligations of The New School of San Francisco, operated by a California non-profit benefit corporation or for claims arising from the performance of acts, errors, or omissions by The New School of San Francisco as long as the District has complied with all oversight responsibilities required by law.

Attached, as Appendix H, please find the NSSF Articles of Incorporation, Bylaws, and Conflict of Interest Code. Additionally, please refer to Appendix F for a table that summarizes the organizational structure.

Board of Directors

The New School of San Francisco will be governed by a nonprofit Board of Directors (“Board,” or “Board of Directors”) in accordance with its adopted corporate bylaws, which shall be consistent with the terms of this charter. Board members will be appointed by the Board, with input from the leadership of The New School of San Francisco, such that the Board contains expertise in many varying fields and is able to offer advice, direction and discussion to the school’s leadership and representative bodies.

The Board shall consist of at least three (3) and no more than fifteen (15) directors consisting of parents and community members. In accordance with Education Code Section 47604(b), the District may appoint a representative to sit on the Board of Directors. If the District chooses to do so, the nonprofit Board shall appoint an additional member to ensure that the Board is maintained with an odd number of directors. All directors shall be appointed by the Board, except for the authorizer representative, if any. Board members are desired to have experience in one or more of the following areas: education, government, law, business, finance/accounting, fundraising, facilities, or public relations, but shall not be prohibited from serving on the Board if otherwise qualified. As the Board shall comply with Government Code Section 1090, employees of NSSF shall not serve on the Board.

Except for the initial Board of Directors, each director shall hold office unless otherwise removed from office in accordance with these bylaws for 3 year(s) and until a successor director has been designated and qualified. Terms for the initial Board of Directors shall be 3 seats for a term of 6 year(s). Board terms will be July 1 through June 30. Copies of Board members’ resumes are included in Appendix A.

Board Meetings and Duties

The Board of Directors will meet regularly, at least once a quarter (except during the summer) and in accordance with the Brown Act. Meetings will take place at a time and location set by the school’s by-laws. An agenda will be posted at least 72 hours prior to a regular meeting, which contains a brief general

description of each item to be transacted or discussed at the meeting. Notices and agendas will be posted on-line and in hard copy at the meeting site in compliance with the requirements of the Brown Act. Approved minutes from the previous Board meeting will be available in the administrative office. The Board Secretary will be responsible for recording governing board actions.

The Board of Directors is fully responsible for the operation and fiscal affairs of The New School of San Francisco including, but not limited to, the following:

- Hire, supervise, evaluate, discipline, and dismissal of the Head of School;
- Hire, promote, discipline and dismiss all employees of The New School of San Francisco after consideration of a recommendation by the Head of School;
- Approve all contractual agreements;
- Approve and monitor the implementation of general policies of The New School of San Francisco. This includes effective human resource policies for career growth and compensation of the staff;
- Approve and monitor The New School of San Francisco's annual budget and budget revisions;
- Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of The New School of San Francisco in accordance with applicable laws and the receipt of grants and donations consistent with the mission of The New School of San Francisco;
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- Establish operational committees as needed;
- Regularly measure progress of both student and staff performance;
- Involve parents and the community in school related programs;
- Execute all applicable responsibilities provided for in the California Corporations Code;
- Engage in ongoing strategic planning;
- Approve the school calendar and schedule of Board meetings;
- Review requests for out of state or overnight field trips;
- Participate in the dispute resolution procedure and complaint procedures when necessary;
- Approve charter amendments as necessary and submit requests for material revisions as necessary to the District for consideration;
- Approve annual independent fiscal audit and performance report;
- Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions.

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with this charter or the purposes for which schools are established.

NSSF shall comply with the Brown Act and Government Code Section 1090.

The NSSF Board shall adopt a Conflict of Interest Code which complies with the Political Reform Act, and Corporations Code Conflicts of Interest rules, and which shall be updated with any The New School of San Francisco specific conflicts of interest laws or regulations applicable in the future. As noted above, the draft Conflict of Interest Code is attached within Appendix H. As required by the Political Reform Act, the Conflict of Interest Code will be submitted to the proper code-reviewing body for approval.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon

it and may delegate to an NSSF employee any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

The NSSF Board of Directors will conduct an annual in-service for the purposes of training individual board members on their responsibilities with topics to include at minimum Conflicts of Interest and the Brown Act.

Head of School

The Head of School will be the instructional and cultural leader of The New School of San Francisco. He/she is responsible for ensuring that the curriculum is successfully implemented in order to maximize student-learning experiences and to facilitate outstanding academic progress for all students at the school. The Head of School will report directly to the Board, and is responsible for the orderly operation of the school and the supervision of all employees in the school. The Head of School will be assigned to perform tasks to ensure the school enacts its mission and achieves its stated goals and objectives.

The Head of School shall perform assigned tasks as directed by the Board of Directors and shall be required to undertake some or all of the tasks detailed below. These tasks may include but are not limited to the following:

- Ensure The New School of San Francisco lives up to its mission and vision;
- Coach, evaluate and support all teachers and staff;
- Communicate and report to the Board of Directors;
- Oversee school finances to ensure financial stability;
- Initiate, participate in, and oversee fundraising for The New School of San Francisco;
- In partnership with the Director of Curriculum & Instruction, participate in and develop professional development workshops as needed;
- Serve or appoint a designee to serve on any school committees;
- Interview and recommend employee hiring, promotion, discipline, and/or dismissal;
- Ensure compliance with all applicable state and federal laws and help secure local grants;
- Communicate with parents, recruit new families and students, and assure families of academic growth;
- Take responsible steps to secure full and regular attendance at school of the students enrolled in accordance with policies established by the Board of Directors;
- Complete and submit required documents as requested or required by the charter and/or The New School of San Francisco Board of Directors and/or the District;
- Identify the staffing needs of the school and offer staff development as needed;
- Maintain up-to-date financial records;
- Ensure that appropriate evaluation techniques are used for both students and staff;
- Establish and maintain a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables;
- Hire qualified substitute teachers as needed;

- Ensure the security of the school building;
- Promote and publish the Charter Program in the community and promote positive public relations and interact effectively with media;
- Encourage and support teacher professional development;
- Attend District administrative meetings upon request by the District and stay in direct contact with the District regarding changes, progress, etc.;
- Attend meetings with the Chief Financial Officer of the District on fiscal oversight issues as requested by the District;
- Provide all necessary financial reports as required for proper attendance reporting;
- Develop the School annual performance report and the SARC;
- Manage student discipline and, as necessary, implement the suspension and expulsion process;
- Participate in IEP meetings as necessary.

The above duties, with the exception of personnel matters, may be delegated or contracted as approved by the Board of Directors to an administrative designee, business administrator of The New School of San Francisco or other appropriate employee or third party provider.

Family Involvement, Representation, and Voice:

The New School of San Francisco will establish and maintain four bodies, all of which will include parents. The purpose of these interrelated bodies, either in part or in whole, will be to increase family involvement and leadership, broaden participation in decision-making, build community, and establish trust, transparency, and accountability. As a whole, these bodies will offer tangible ways for families to contribute meaningfully to the development of the school, yet require different and diverse sets of skills, backgrounds, commitments, and life experiences. To this effect, there will be no minimum participation rate for parent fundraising or recommended minimum number of volunteer hours per year for each family. The make-up of each body will reflect the diversity of our school.

These bodies will be:

1. Board of Directors
2. Home & School Council
3. Advisory Network
4. Founding Parent Group

School Body	Purpose & Family Involvement	Meeting Frequency	Leadership
Board of Directors	<p>The Board’s primary responsibilities are to create, adopt and monitor a long-term strategic plan and associated budget, and to employ and evaluate the leadership of The New School of San Francisco.</p> <p>While there will not be a Board seat specifically reserved for parents, the Board and the School’s leadership will preference suitable board candidates who are also parents. In addition, the Board may invite Home & School Council and advisory network members to join standing and/or ad hoc committees of the Board of Directors.</p>	Monthly	<p>Chair of the Board</p> <p><i>Managed by: Head of School</i></p>

Home & School Council	A collaborative body of parents, staff, and Head of School are responsible for promoting the educational, social-emotional, and physical well-being of children and their families. The Council will focus on advancing family involvement and services, school improvement, recruitment, community outreach, seeking out experts, extracurricular programming, documentation, and Home & School communication and coordination. The Council will also be the main body for assessing, advising and implementing our community development work, including initiatives to increase effectiveness of parent communications, inclusion, and empowerment.	Monthly (min)	Council Leadership Committee headed by Co-Chairs (1 Parent and 1 Staff) <i>Managed by: Leadership Council along with Director of Community (when hired fall 2017)</i>
Advisory Network	A network of individuals with unique skills and experiences who will provide advice and guidance to the Head of School, parents, teaching staff, and board. Areas of expertise include 21 st century learning, the arts, community organizing and development, equity and inclusion, fundraising, social-emotional learning and conflict resolution, real estate, professional development, English Language Learning best practices, technology, Special Education, after-school care, child development, and health. We will actively recruit and encourage family members with relevant skills to join the network. Network advisors and expertise will be accessible to the Board and Home & School Council. Both bodies may invite advisors to join meetings as guests, or consult with them on an ad hoc basis. Advisors may also contribute to student inquiry projects as outside experts and mentors.	Ad Hoc	<i>Managed by: Head of School</i>
Founding Parent Group	A small, diverse group of 6-7 parents will make a significant investment of time and energy to set-up and launch the school. This group will most likely assume parent leadership roles in the early years of the school and fold into the Home & School Council and/or Advisory Network once the school is operational and those bodies are established.	Twice Monthly (min) through fall of 2015	<i>Managed by: Head of School</i>

Family and Community Volunteering:

The New School of San Francisco and its Home & School Council will promote family and community member participation in the school by providing a diverse set of options to volunteer time and skills. Our goal is to foster participation and we recognize that will take different forms for different families depending on an individual's capacity and/or skill sets. Opportunities for parents to participate in the school community include but are not limited to the following:

- Attending tri-annual teacher/student conferences (required);
- Attending regular Home & School Council meetings;
- Volunteering time in the classroom;
- Leading and/or participating in school committees;
- Supporting field trips and/or day excursions;
- Planning and participating in school-wide events or fundraisers;
- Sharing expertise and passions with students;
- Attending parent/guardian workshops hosted by the school;

- Speaking at District hearings and/or meetings on the school's progress;

Family Communication:

We see trust between families and teachers as essential in building and maintaining positive home-school relationships. Communication, both written and in-person, will be our most valuable tool establishing trust and creating an open, respectful and collaborative community. Communication between school staff and parents shall take many different forms: phone calls, text messages, e-mail, newsletters (hard copy and via the website), blogging and face-to-face meetings.

The following will be core parts of our school communications:

- Regular teacher-family conversations/check-ins
- Tri-annual student-led conferences
- All school meetings, presentations, and celebrations
- Monthly Home & School Council meetings
- Regular school newsletters and social media
- School intra-net
- Text messages

We will prioritize the quality and frequency of communication. A communications plan will be drafted and agreed to by the Home & School Council and assessed twice yearly by the same body. We will allow ourselves the ability to modify the frequency, medium and content of our communications based on this assessment and whether it meets family and school needs.

Issues around equity will also be assessed regularly to ensure our communications are accessible to all and of comparable quality across our diverse families. Tailoring our written and in-person communications to meet the needs of individual families (i.e. providing translation, balancing the use of technology, scheduling of in-person communications around working family schedules) will provide important opportunities to scaffolding support for traditionally underrepresented and under-involved parents. Communications will be in Spanish and English (and Cantonese depending on need once the school's population is enrolled).

Parents and guardians are encouraged to visit the school and schedule time to meet with staff to ask questions, obtain information, provide feedback, and express their support and concerns.

ELEMENT E: EMPLOYEE QUALIFICATIONS

Governing Law: The qualifications to be met by individuals to be employed by the school. Education Code Section 47605(b)(5)(E). No employee will be forced to work at NSSF – NSSF is a school of choice. NSSF will comply with all state and federal mandates, No Child Left Behind (NCLB) and all state and federal mandates for records disclosure.

Overview

All employees of NSSF will show incredible dedication to both students and the school’s mission. Employees will be innovative leaders with a passion for lifelong learning. They will be committed to developing the social, civic, character, and academic potential of each student. All staff members will possess experience and expertise appropriate for their position according to NSFF’s adopted personnel policies, and federal and state statutes applicable to the school. It is the intent of our school to hire employees who are dedicated to providing instruction for children according to the academic content standards and Common Core State Standards adopted by the California State Board of Education. Selection and appointment of employees of NSFF will be the exclusive prerogative of NSFF. As such, those who work at The New School of San Francisco shall be selected, employed, and released by the NSSF Board of Directors, which will set the terms and conditions of employment by establishing personnel policies.

The New School of San Francisco will not discriminate against any applicant on the basis of his/her race, creed, color, national origin, age, gender, gender expression, gender identity, disability, or any other basis prohibited by Education Code Section 220. Decisions relative to the selection of a Head of School rest with the Board of Directors. Decisions relative to the selection of all remaining employees rest jointly with the Head of School and the Board of Directors. The New School of San Francisco shall comply with all applicable laws regarding criminal background checks, including Education Code Sections 45125.1 and 44237.

Organizational Structure + Year One Plan

An overview of the key school roles is included below, detailing when each role will go into effect. Job descriptions are included below and can also be referenced in Appendix F, along with a summary of the organizational structure. For full detail on certified and non-certified staff, refer to the budget and budget narrative in Appendix G.

Role	Implementation Timeline	Brief Overview: Roles & Responsibilities
Board of Directors	Year 1	Strategy, fiscal oversight, hiring of the Head of School
Home & School Council	Year 1	Strategy, support and communications <i>Operates as its own entity and works collaboratively with the Board and Head of School</i>
Head of School	Year 1	Instructional & cultural leader of The New School of San Francisco <i>Reports into the Board of Directors</i>
Director of Curriculum & Instruction	Year 1	Curriculum design & professional development <i>Reports into the Head of School</i>
Director of Community Engagement	Year 3	Communications, admissions, student supports and parent empowerment <i>Reports into the Head of School</i>
Lead Teachers	Year 1 (5 Lead Teachers, including Special Education)	Lead educators responsible for core academic subjects, including art, music and tinkering (Exploratories) and including Special Education <i>Report into Director of Curriculum & Instruction</i>

Resident Teachers	Year 3	Educators who support Lead Teachers <i>Report into Director of Curriculum & Instruction</i>
Operations Manager	Year 1	Office operations, budget and facilities <i>Reports into the Head of School</i>

Head of School

The New School of San Francisco’s Head of School is responsible for setting vision and leading the school towards meaningful progress against the vision. Selection of the Head of School by the Board of Directors will be based on proven experience in educational leadership, educational vision and relevant experience with our targeted student population, demonstrated ability in program design and/or development, and interest and commitment to educational reform.

Selection will be based on proven experience meeting the following qualifications:

- Bachelor's degree (required)
- Relevant experience with school and organizational leadership and educational innovation (required).
- Relevant successful experience as a Head of School and teacher; a minimum of five (5) years of teaching experience and two (2) years of administrative experience is preferred.
- Master’s Degree in Education and/or Administrative Credential (highly preferred)
- Experience in curriculum design, supervision and evaluation.
- Ability to communicate effectively with diverse groups, the Board and the community; language fluency other than English strongly preferred.
- Interest in The New School of San Francisco’s innovative model of public education and commitment to the school’s success.
- Experience with school operations including finances, fundraising, facilities, health and safety and other operational management.
- Other qualifications and/or qualities deemed important by the Board.

Responsibilities

The Head of School shall perform assigned tasks as directed by the Board of Directors and shall be required to undertake some or all of the tasks detailed below. These tasks may include but are not limited to the following:

- Ensure The New School of San Francisco lives up to its mission and vision;
- Coach, evaluate and support all teachers and staff;
- Communicate and report to the Board of Directors;
- Oversee school finances to ensure financial stability;
- Initiate, participate in, and oversee fundraising for The New School of San Francisco;
- In partnership with the Director of Curriculum & Instruction, participate in and develop professional development workshops as needed;
- Serve or appoint a designee to serve on any school committees;
- Interview and recommend employee hiring, promotion, discipline, and/or dismissal;
- Ensure compliance with all applicable state and federal laws and help secure local grants;
- Communicate with parents, recruit new families and students, and assure families of academic growth;
- Take responsible steps to secure full and regular attendance at school of the students enrolled in accordance with policies established by the Board of Directors;
- Complete and submit required documents as requested or required by the charter and/or The New School of San Francisco Board of Directors and/or the District;
- Identify the staffing needs of the school and offer staff development as needed;

- Maintain up-to-date financial records;
- Ensure that appropriate evaluation techniques are used for both students and staff;
- Establish and maintain a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables;
- Hire qualified substitute teachers as needed;
- Ensure the security of the school building;
- Promote and publish the Charter Program in the community and promote positive public relations and interact effectively with media;
- Encourage and support teacher professional development;
- Attend District administrative meetings upon request by the District and stay in direct contact with the District regarding changes, progress, etc.;
- Attend meetings with the Chief Financial Officer of the District on fiscal oversight issues as requested by the District;
- Provide all necessary financial reports as required for proper attendance reporting;
- Develop the School annual performance report and the SARC;
- Manage student discipline and, as necessary, implement the suspension and expulsion process;
- Participate in IEP meetings

Director of Curriculum & Instruction

The Director of Curriculum & Instruction is charged with supporting a school culture that empowers students to develop the knowledge, skills, and deeper learning traits necessary to thrive in the 21st century. As the school's instructional coach – and through the direct management of all Lead Teachers – the Director of Curriculum & Instruction will focus on maximizing school-wide academic growth and social-emotional development for all students as well as professional development for all teachers. He/she will report to the Head of School and work to advance The New School of San Francisco's mission and culture. We are looking for someone with at least five years teaching experience, expertise in inquiry-based instruction, adult management experience and a desire to make a difference in the lives of students in San Francisco.

Qualifications

- Bachelor's degree (required)
- California state teaching credential or Intern Certificate/Credential as issued by the California Commission on Teacher Credentialing, including the following areas (preferred):
 - Multiple Subject Credential
 - Special Education Credential
 - K-12 Single Subject K-12 Credential
 - BCLAD
- Experience teaching and/or coaching teachers in inquiry-based instruction or project-based learning (required)
- Adult management experience (highly preferred)
- Experience working in urban schools or community-based organizations (preferred)
- Belief in the mission and values of The New School of San Francisco
- An incredible work ethic and a passion for being part of a team-oriented, mission-driven school culture
- A strong desire to become a better educator by joining The New School of San Francisco team and family

Responsibilities

- Design and develop the yearly scope and sequence, including:
 - 3 Inquiry Arcs per year that follow exploration, expression and exposition
 - Common Core alignment
 - Standards-aligned and performance-based assessments
- Design and implement robust professional development and learning arcs for all teachers
- Lead a 3-week professional development training for all teachers that reflects the following priorities:
 - Inquiry-based instruction
 - Creating an inclusive and equitable learning environment
 - Living our school's values
- Work with each Lead Teacher to develop his/her Individualized Learning Plan (ILP)
- Coach and support all Lead Teachers to reach individualized goals for his/her growth and student growth
- Collaborate with partnering schools, the Exploratorium and other organizations to enrich our curriculum and professional development plan
- Document and share lessons related to:
 - 21st century teaching and learning
 - Inquiry-based instruction
 - Equity practices

Director of Community Engagement – (Year 3)

The New School of San Francisco is looking for a Director of Community Engagement to hold the vision for how we create, sustain, and expand a vibrant, inclusive, and empowered school community. He/she is responsible for building strong relationships with and between the school, its staff and families, and local community members and organizations. He/she will develop the school's ability to support all families and embrace the opportunities and challenges of being a truly diverse school; ensure parents have a strong voice in their child's education and the school's success; and co-create a school culture that is joyful, equitable, supportive, respectful, reflective, and open. The Director of Community Engagement will report into the Head of School.

Qualifications

- Bachelor's degree (required)
- Knowledge of San Francisco public schools and related community organizations (required)
- Understanding of the issues facing San Francisco families and strategies and services to address them
- Community and/or parent organizing experience (preferred)
- Capacity-building, training, or coaching work with families or educators
- Experience working in urban schools or community-based organizations (preferred)
- Strong communications and interpersonal skills; preferably bilingual
- Ability to work with and across multiple cultures and groups
- Belief in the mission and values of The New School of San Francisco
- An incredible work ethic and a passion for being part of a team-oriented, mission-driven school culture

Responsibilities

- Develop and execute a strong plan for school community development, family involvement, parent advocacy and student recruitment and support
- Build a broad network of community partnerships that support the school's recruitment, student welfare, family support, and parent advocacy efforts

- Ensure opportunities for meaningful, inclusive, and supported family involvement in the school, including an active Home & School Council
- Provide regular, relevant, and accessible communications between school and home, as well as community partners
- Develop annual plans for student recruitment
- Adjust and administer the 'School Climate Survey' – reflect on outcomes and work with the Home & School Council to develop strategies for school improvement

Lead Teachers

Teachers for core, college preparatory classes must hold a California teaching certificate, permit, or other documents equivalent to that which a teacher in other public schools would be required to hold pursuant to Education Code Section 47605(l). The New School of San Francisco teachers shall meet or exceed all "highly qualified requirements" under the No Child Left Behind Act ("NCLB") as applicable to The New School of San Francisco. These documents shall be maintained on file at the school and shall be subject to periodic inspection by the District.

In accordance with Education Code Section 47605(l), The New School of San Francisco may also employ non-certificated instructional staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional capacity in noncore, non-college preparatory courses and activities.

Accordingly, the minimum qualifications for teachers of core, college preparatory subjects are:

- A bachelor's degree;
- A State credential or have an Intern Certificate/Credential as issued by the California Commission on Teacher Credentialing, including the following areas:
 - Multiple Subject Credential
 - Special Education Credential
 - K-12 Single Subject K-12 Credential
 - BCLAD Credential
- We will prioritize the hiring of teachers who have already obtained a Cross-cultural, Language and Academic Development (CLAD) certificate or a Bilingual, Cross-cultural, Language and Academic Development (BCLAD) certificate.

In addition, teachers who desire a position with NSSF must:

- Teach students through inquiry, excitement and a demonstrated love for learning
- Create and foster a positive learning environment and exhibit positive rapport with students
- Hold and meet high expectations for each student – constantly practicing equity
- In partnership with families, develop Individualized Learning Plans for each student
- Provide individual or small group instruction to meet the differentiated needs of all students
- Constantly assess student progress, and communicate results to families and colleagues
- Establish and maintain strong lines of communication with parents that develop trust and partnership
- Assist in development of curriculum standards, unit plans and assessments
- Commit to constant professional and personal growth through working closely as part of a team of teachers
- Work collaboratively on a team faced with the challenge of building an excellent school

Resident Teachers – (Year 3)

Similar to the qualifications for Lead Teachers, The New School of San Francisco is looking for teachers who combine the ability to motivate and educate, to develop academic as well as character skills, and to make an inquiry-based education relevant both now and for the future. We look for Resident Teachers with teaching experience (preferably in inquiry-based instruction) and a desire to make a difference in the lives of students in San Francisco.

Qualifications

- Bachelor's degree (required)
- California state teaching credential or Intern Certificate/Credential as issued by the California Commission on Teacher Credentialing, including the following areas (preferred):
 - Multiple Subject Credential
 - Special Education Credential
 - K-12 Single Subject K-12 Credential
 - BCLAD
- Student teaching experience (highly preferred)
- Exposure to inquiry-based instruction or project-based learning (preferred)
- Experience working in urban schools or community-based organizations (preferred)
- Belief in the mission and values of The New School of San Francisco
- An incredible work ethic and a passion for being part of a team-oriented, mission-driven school culture
- A strong desire to become a better educator by joining The New School of San Francisco team and family

Responsibilities

- Assist in teaching students through inquiry, excitement and a demonstrated love for learning
- Create and foster a positive learning environment and exhibit positive rapport with students
- Hold and meet high expectations for each student – modeling equity practices
- Provide individual or small group instruction to meet the differentiated needs of all students
- Constantly assess student progress, and assist the Lead Teacher to communicate results to families and colleagues
- Provide feedback on curriculum standards, unit plans and assessments
- Commit to constant professional and personal growth through working closely as part of a team of teachers
- Work collaboratively on a team faced with the challenge of building an excellent school

Operations Manager

The Operations Manager is charged with ensuring efficient and effective operations including sound fiscal management, compliance with state and federal regulations, as well as the safety, security, and well being of our team and family. He/she will have the responsibility of ensuring the smooth management of support services including transportation, IT, office administrations, record keeping, student health, food service, custodial, and facility maintenance. A job well done here will allow Head of School and teachers to stay focused on exceptional teaching and learning at The New School of San Francisco. The Operations Manager will report to the Head of School and will work to support the schools' mission and culture.

Qualifications

- Bachelor's degree (required)
- Excellent project management, organizational, and budgeting skills.
- Comfort with a broad range of technology hardware and software.

- Demonstrated ability to work in a fast-paced, high energy environment with a proven ability to meet and complete multiple deadlines and tasks.
- Results-oriented, hands-on team player who is dedicated to getting the job done.
- Humility
- Self-Awareness
- The ability to receive and act upon adjusting feedback.
- Experience working in urban schools or community-based organizations (preferred)
- Belief in the mission and values of The New School of San Francisco
- An incredible work ethic and a passion for being part of a team-oriented, mission-driven school culture

Responsibilities

- Help to create a welcoming and inclusive school environment.
- Manage site level operations including transportation, IT, office administrations, record keeping, student health, food service, custodial, and facility maintenance.
- Liaise with organizations in the community to inspire collaboration around supporting the students including but not limited to counseling services, health resources and after-school care.
- Partner with the Head of School on the school level budget and provide guidance on minor and major purchases.
- Manage maintenance, custodial, and construction contractors to ensure the school is clean and well maintained.
- Manage all technical support procedures and service providers for the school.
- Manage school safety and security systems including emergency response, evacuation and safety procedures.
- Manage all operations compliance deadlines in conjunction as they relate to state, and federal regulations and ensure all deadlines are met.
- Identify opportunities to enhance school culture.
- Administer and monitor progress for the School Climate Survey.
- Establish and maintain strong relationships with families and community partners.

ELEMENT F: HEALTH AND SAFETY OF PUPILS AND STAFF

Governing Law: The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237. Education Code Section 47605(b)(5)(F).

In order to provide safety for all students and staff, The New School of San Francisco will adopt and implement full health and safety procedures and risk management policies at the school site in consultation with its insurance carriers and risk management experts, which shall be reviewed on an annual basis. A full draft will be provided to the District for review at least 30 days prior to operation. The following is a summary of The New School of San Francisco's policies and procedures:

A. Procedures for Background Checks:

Employees and contractors of The New School of San Francisco will be required to submit to a criminal background check and furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. Head of Schools shall monitor compliance with this policy and report to the Board of Directors on a quarterly basis. The Board President shall monitor the fingerprinting and background clearance of the Principal. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering. The New School of San Francisco will comply with all applicable state and federal laws regarding background checks and clearance of all personnel. Additionally, the school will comply with all state and federal laws concerning the maintenance and disclosure of employee records.

B. Role of Staff as Mandated Child Abuse Reporters:

All non-certificated and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District.

C. Tuberculosis Testing

Faculty, staff and volunteers will be tested for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.

D. Immunizations

Employees will be required to provide records documenting immunizations as is required at all public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising and enrolled students in grade 7 must be immunized with a pertussis (whooping cough) vaccine booster.

E. Medication in School

The New School of San Francisco will adhere to Education Code Section 49423 regarding administration of medication in school.

F. Vision, Hearing, and Scoliosis

Students will be screened for vision, hearing and scoliosis. The New School of San Francisco will adhere to Education Code Section 49450, *et seq.*, as applicable to the grade levels served by The New School of San Francisco.

G. Diabetes

The New School of San Francisco will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention of methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

H. Emergency Preparedness

The New School of San Francisco shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the school site and resource center(s) in conjunction with law enforcement and the Fire Marshall. This handbook shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If assuming a facility that was previously used as a School site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the handbook for The New School of San Francisco.

Staff shall be provided training on emergency and first aid response. The training is conducted by a certified instructor and provided during a regularly scheduled staff development meeting. The training will occur at least bi-annually.

I. Blood Borne Pathogens

The New School of San Francisco shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus ("HIV") and hepatitis B virus ("HBV").

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

J. Drug Free, Alcohol Free, Smoke Free Environment

The New School of San Francisco shall function as a drug, alcohol and tobacco free workplace.

K. Facility Safety

The New School of San Francisco shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the State Building Code. The New School of San Francisco will obtain a Certificate of Occupancy and fire inspections before the school begins. The New School of San Francisco agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The school shall conduct fire drills as required under Education Code Section 32001 and in conjunction with the District (if at District facilities).

L. Comprehensive Discrimination and Harassment Policies and Procedures

The New School of San Francisco is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. The New School of San Francisco shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at The New School of San Francisco (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the school's discrimination and harassment policies.

ELEMENT G: RACIAL AND ETHNIC BALANCE

Governing Law: The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the District to which the charter petition is submitted. Education Code Section 47605(b)(5)(G).

The New School of San Francisco shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

Outreach Plan

The New School of San Francisco shall adhere to a Community Engagement Plan that first and foremost describes an inclusive and comprehensive approach to building a diverse and equitable community. The plan combines effective recruitment strategies with resources to attract a diverse population and to ensure that the population of students is reflective of the general population within the territorial jurisdiction of the District, both with regard to racial and ethnic diversity, but also with regard to socio-economic diversity and English Learners (see 'Students to be Served' on page 14 for greater detail). The New School of San Francisco shall rigorously recruit students in impacted areas and provide assistance to families in completing and returning registration applications. The plan will be reviewed and updated annually based upon the success and/or failures of the prior year.

The New School of San Francisco Community Engagement Plan includes – but is not limited to – the following strategies:

- Establishing an enrollment timeline and process that allow for a broad-based recruiting and application process.
- Creating and distributing enrollment brochures and forms in various languages such as English and Spanish or Cantonese.
- Advertising by posting flyers and hosting tables at various locations including local libraries and community centers.
- Announcing enrollment and recruiting information in local newspapers, online news sources, and social media. We will continue to add sources to stay current with the latest technologies and trends.
- Hosting parent information nights and community events throughout the community with locations, dates and times scheduled in a manner that ensures, to the greatest extent possible, the greatest amount of community knowledge and interest in The New School of San Francisco.

A complete copy of our Outreach Plan for Start Up and Year 1 is included in Appendix E.

ELEMENT H: ADMISSION REQUIREMENTS

Governing Law: Admission requirements, if applicable. Education Code Section 47605(b)(5)(H).

The New School of San Francisco will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student based upon any of the characteristics listed in Education Code Section 220. It will be an open enrollment, tuition-free public school with not specific requirements for admission (e.g. minimum grade point average, test scores, discipline records, etc.) as outlined in Education Code § 47605(d)(2)(A).

The New School of San Francisco shall admit all pupils who wish to attend the school to the extent space allows. No test or assessment shall be administered to students prior to acceptance and enrollment into the school. The New School of San Francisco will comply with all laws establishing minimum and maximum age for public school attendance.

The New School of San Francisco admission process is comprised of the following:

- Completion of a student information and registration form

Enrollment packets for students who are admitted will also gather the following:

- Proof of Immunization
- Proof of Withdrawal from Previous School (if applicable)
- Home Language Survey
- Completion of Emergency Medical Information Form
- Proof of minimum age requirements, e.g. birth certificate
- Release of records

Applications will be accepted during a publicly advertised open application period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, The New School of San Francisco will hold a public random drawing to determine enrollment for the impacted grade level, with the exception of existing students who are guaranteed enrollment in the following school year. Returning students must affirm their intent to return.

Admission preferences:

- Siblings of currently enrolled students at The New School of San Francisco.
- Faculty children, not to exceed 10%.

Admission preferences in the case of a public random drawing shall be as follows:

1. Residents of the District

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a waitlist according to their draw in the lottery. This wait list will allow students the option of enrollment if an opening occurs during the current school year at their grade level. In no circumstance will a wait list carry over to the following school year.

Given the school's commitment to recruiting a diverse student population, we have a very deliberate and detailed plan that outlines how we will achieve such diversity. Please refer to Appendix E for the Community

Engagement Plan.

Planned Application, Public Random Drawing, and Admission Schedule:

The following estimated application, public random drawing, and admission schedule and process is proposed, and may be amended by The New School of San Francisco as necessary. It will be held in a large enough place for all who want to participate. It will be administered by an uninterested party.

The final schedule and due dates will be communicated to interested parents and students on The New School of San Francisco’s website. In year one, if the charter is approved after the beginning of the timeline specified herein, the schedule proposed below will be pushed forward and abbreviated to ensure all steps are followed within a shorter timeframe.

October – January	Application forms available at school administrative office or online at The New School of San Francisco’s website.
First week of January	All application forms due to The New School of San Francisco.
January	Public random drawing conducted (if necessary). Parents do not need to be present to participate.
March	Admission notification and enrollment packets distributed to parent and children who have been drawn in the public random drawing.
Approximately 3 Weeks Later	Completed enrollment packets due back to The New School of San Francisco, which will include proof of immunizations, proof of residency, proof of age requirements and proof of withdrawal from prior school and District of residence.

ELEMENT I: FINANCIAL AUDITS

Governing Law: The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code Section 47605(b)(5)(l).

An annual independent financial audit of the books and records of The New School of San Francisco will be conducted as required by Education Code Sections 47605(b)(5)(l) and 47605(m). The books and records of The New School of San Francisco will be kept in accordance with generally accepted accounting principles, and as required by applicable law and the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of The New School of San Francisco as published in the State Controller's K-12 Audit Guide. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

An audit committee will select an independent auditor through a request for proposal format. The Board of Directors will annually approve the selection of an independent auditor. The Principal will facilitate the audit. The auditor will have, at a minimum, a CPA and educational institution audit experience and approved by the State Controller on its published list as an educational audit provider.

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Board of Directors will receive and review the audit each year. The Principal, along with the audit committee, will review any audit exceptions or deficiencies and report to the Board of Directors with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Any disputes regarding the resolution of audit exceptions and deficiencies will be addressed using the dispute resolution process contained in this Charter.

Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent financial audit of The New School of San Francisco is public record to be provided to the public upon request.

ELEMENT J: PUPIL SUSPENSION AND EXPULSION

Governing Law: The procedures by which pupils can be suspended or expelled. Education Code Section 47605(b)(5)(J).

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at The New School of San Francisco. In creating this policy, The New School of San Francisco has reviewed Education Code Section 48900 *et seq.* which describes the non-list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The New School of San Francisco is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion. Additionally, The New School of San Francisco has been closely following the movement from school Districts across the country and AB 420 in California to abandon harsh punishments in favor of research-based alternatives that support safe schools and equity for all students. We are similarly committed to looking at policies that take a restorative justice approach.

When the Pupil Suspension and Expulsion Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as The New School of San Francisco's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. The New School of San Francisco staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The New School of San Francisco administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Principal's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom The New School of San Francisco has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The New School of San Francisco will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom The New School of San Francisco has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force of violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property.
 - g) Stole or attempted to steal school property or private property.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 - k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
 - l) Knowingly received stolen school property or private property.
 - m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
 - n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
 - o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
 - p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
 - q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational

- institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil.
- r) Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
 - s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
 - t) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
 - u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
 - v) Engaged in an act of bullying, including, but not limited to, bullying by means of an electronic act.
- 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by The New School of San Francisco.
- 2) "Electronic Act" means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:
- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force of violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- r) Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying by means of an electronic act.

- 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by The New School of San Francisco.

- 2) "Electronic Act" means the creation and transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have

committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

- x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:
- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

If it is determined by the Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

SFUSD has recently joined the growing national movement of school Districts around the country abandoning some of the harsh school removal practices for proven, research-based alternatives that make schools safer, improve student achievement, and create a more positive school climate for teachers and students.

While there is much work still to do to ensure comprehensive and timely implementation and ongoing community engagement, The New School of San Francisco will work with the school District to develop alternatives. Our goal is to embrace strategies that truly work to keep schools safe and help all students. With that as the backdrop, suspensions shall be initiated according to the following procedures:

1. *Conference*
Suspension shall be preceded, if possible, by a conference conducted by the Principal or designee with the student and his or her parent and, whenever practical, the teacher, supervisor or The New School of San Francisco employee who referred the student to the Principal or designee.

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or The New School of San Francisco personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with The New School of San Francisco officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. *Notice to Parents/Guardians*

At the time of the suspension, an administrator or designee shall make a diligent effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If The New School of San Francisco officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. *Suspension Time Limits/Recommendation for Expulsion*

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Expulsion by the Principal or designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Principal or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

A student may be expelled either by The New School of San Francisco Board following a hearing before it or by The New School of San Francisco Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of The New School of San Francisco's governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the Pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to The New School of San Francisco Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the Pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

- The date and place of the expulsion hearing;
- A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
- A copy of The New School of San Francisco's disciplinary rules which relate to the alleged violation;
- Notification of the student's or parent/guardian's obligation to provide information about the student's status at The New School of San Francisco to any other school District or school to which the student seeks enrollment;
- The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- The right to inspect and obtain copies of all documents to be used at the hearing;
- The opportunity to confront and question all witnesses who testify at the hearing;
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The New School of San Francisco may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the The New School of San Francisco or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The New School of San Francisco must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

3. At the discretion of the entity conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, The New School of San Francisco must present evidence that the witness' presence is both desired by the witness and will be helpful to The New School of San Francisco. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board, or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The Principal or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: Notice of the specific offense committed by the student; and Notice of the student's or parent/guardian's obligation to inform any new District in which the student seeks to enroll of the student's status with The New School of San Francisco.

The Principal or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: a) The student's name b) The specific expellable offense committed by the student

J. Disciplinary Records

The New School of San Francisco shall maintain records of all student suspensions and expulsions at The New School of San Francisco. Such records shall be made available to the authorizer upon request.

K. No Right to Appeal

The pupil shall have no right of appeal from expulsion from The New School of San Francisco as The New School of San Francisco Board's decision to expel shall be final.

L. Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school District of residence. The New School of San Francisco shall work cooperatively with parents/guardians as requested by parents/guardians or by the school District of residence to assist with locating alternative placements during expulsion.

M. Rehabilitation Plans

Students who are expelled from The New School of San Francisco shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to The New School of San Francisco for readmission.

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school District or The New School of San Francisco shall be in the sole discretion of the Board following a meeting with the Principal or designee and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon The New School of San Francisco's capacity at the time the student seeks readmission.

O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of District (if a public school of the District for purposes of special education)

The New School of San Francisco shall immediately notify the District and coordinate the procedures in this policy with the District of the discipline of any student with a disability or student who The New School of San Francisco or District would be deemed to have knowledge that the student had a disability

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, The New School of San Francisco, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If The New School of San Francisco, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If The New School of San Francisco, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a) Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that The New School of San Francisco had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b) If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c) Return the child to the placement from which the child was removed, unless the parent and The New School of San Francisco agree to a change of placement as part of the modification of the behavioral intervention plan.

If The New School of San Francisco, the parent, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then The New School of San Francisco may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or The New School of San Francisco believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or The New School of San Francisco, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and The New School of San Francisco agree otherwise.

5. Special Circumstances

The New School of San Francisco personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a) Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c) Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated The New School of San Francisco's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if The New School of San Francisco had knowledge that the student was disabled before the behavior occurred.

The New School of San Francisco shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a) The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to The New School of San Francisco supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b) The parent has requested an evaluation of the child.
- c) The child's teacher, or other The New School of San Francisco personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other The New School of San Francisco supervisory personnel.

If The New School of San Francisco knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If The New School of San Francisco had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The New School of San Francisco shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by The New School of San Francisco pending the results of the evaluation.

The New School of San Francisco shall not be deemed to have knowledge of that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

ELEMENT K: EMPLOYEE RETIREMENT SYSTEMS

Governing Law: The manner by which staff members of The New School of San Francisco will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(b)(5)(K).

All employees of The New School of San Francisco who qualify for membership in the California State Teachers Retirement System (STRS) shall be covered and will contribute at the rate established by STRS. All employees who are not members of STRS must contribute to the federal social security system. The Charter School will make all employer contributions as required by STRS and federal social security.

All applicants for positions within NSFF shall be informed of the retirement system options for employees of the Charter School. This information shall specifically include that the Charter School makes available to its employees coverage under the STRS, and that accepting employment in the Charter School may exclude the applicant from further coverage in the applicant's current retirement system.

The Charter School will also make contributions for workers' compensation insurance, unemployment insurance and any other payroll obligations of an employer. To maximize its ability to attract qualified staff, the Charter School will periodically evaluate the feasibility and appeal to candidates by offering a 403(b) in lieu of STRS membership.

ELEMENT L: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

Governing Law: The public school attendance alternatives for pupils residing within the school District who choose not to attend The New School of San Francisco. Education Code Section 47605(b)(5)(L).

No student may be required to attend The New School of San Francisco. Students who reside within the District who choose not to attend The New School of San Francisco may attend school within the District according to District policy or at another school District or school within the District through the District's intra-and inter-District policies. Parents and guardians of each student enrolled in The New School of San Francisco will be informed on admissions forms that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment in The New School of San Francisco, except to the extent that such a right is extended by the local education agency.

ELEMENT M: EMPLOYEE RETURN RIGHTS

Governing Law: A description of the rights of any employee of the school District upon leaving the employment of the school District to work at The New School of San Francisco, and of any rights of return to the school District after employment at The New School of San Francisco. Education Code Section 47605(b)(5)(M).

No public school District employee shall be required to work at The New School of San Francisco. Employees of the District who choose to leave the employment of the District to work at The New School of San Francisco will have no automatic rights of return to the District after employment by The New School of San

Francisco unless specifically granted by the District through a leave of absence or other agreement. The New School of San Francisco employees shall have any right upon leaving the District to work in The New School of San Francisco that the District may specify, any rights of return to employment in a school District after employment in The New School of San Francisco that the District may specify, and any other rights upon leaving employment to work in The New School of San Francisco that the District determines to be reasonable and not in conflict with any law.

All employees of The New School of San Francisco will be considered the exclusive employees of The New School of San Francisco and not of the District, unless otherwise mutually agreed in writing. Sick or vacation leave or years of service credit at the District or any other school District will not be transferred to The New School of San Francisco. Employment by The New School of San Francisco provides no rights of employment at any other entity, including any rights in the case of closure of The New School of San Francisco.

ELEMENT N: DISPUTE RESOLUTION

Governing Law: The procedures to be followed by The New School of San Francisco and the entity granting the charter to resolve disputes relating to the provisions of the charter. Education Code Section 47605(b)(5)(N).

Disputes Between The New School of San Francisco and District

The New School of San Francisco recognizes that it cannot bind the District to a dispute resolution procedure to which the District does not agree. The following policy is intended to provide a prompt resolution of disputes related to provisions of The New School of San Francisco charter. The policy is intended as a starting point for a discussion of dispute resolution procedures. The New School of San Francisco is willing to consider changes to the process outline below as suggested by the District.

The New School of San Francisco and the District will be encouraged to attempt to resolve any disputes with the District amicably and reasonably without resorting to formal procedures.

In the event of a dispute between The New School of San Francisco and the District, The New School of San Francisco staff, employees and Board members of The New School of San Francisco and the District agree to first frame the issue in written format ("dispute statement") and to refer the issue to the District Superintendent and the Head of School of The New School of San Francisco. In the event that the District Board of Trustees believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, The New School of San Francisco requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the District's ability to proceed with revocation in accordance with Education Code Section 47607.

The New School of San Francisco Head of School or designee and District Superintendent or designee shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than 5 business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent and the Principal of The New School of San Francisco and attempt to resolve the dispute within 15 business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the Superintendent and the Principal shall meet to jointly identify a neutral third party mediator to engage the Parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and the Principal. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the District and The New School of San Francisco. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the District and The New School of San Francisco. Both parties will make public statements during this process.

Internal Disputes

The New School of San Francisco shall have an internal dispute resolution process to be used for all internal disputes related to The New School of San Francisco's operations. Parents, students, Board members, volunteers, and staff at The New School of San Francisco will be provided with a copy of The New School of San Francisco's policies and internal dispute resolution process. The District will refer all disputes not related to a possible violation of the Charter or law to The New School of San Francisco.

ELEMENT O: EXCLUSIVE PUBLIC SCHOOL EMPLOYER

Governing Law: A declaration whether or not The New School of San Francisco shall be deemed the exclusive public school employer of the employees of The New School of San Francisco for purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code). Education Code Section 47605(b)(5)(O).

The New School of San Francisco shall be deemed the exclusive public school employer of the employees of The New School of San Francisco for the purposes of the Educational Employment Relations Act ("EERA"). The New School of San Francisco shall comply with the EERA.

ELEMENT P: SCHOOL CLOSURE PROCEDURES

Governing Law: A description of the procedures to be used if The New School of San Francisco closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the School, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(b)(5)(P).

Closure of The New School of San Francisco will be documented by official action of The New School of San Francisco Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Board of Directors will promptly notify parents and students of The New School of San Francisco, the District, the County Office of Education, The New School of San Francisco's SELPA, the retirement systems in which The New School of San Francisco's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school Districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Board will ensure that the notification to the parents and students of The New School of San Francisco of the closure happens within 5 days and provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close The New School of San Francisco.

The Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' Districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, The New School of San Francisco will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. The New School of San Francisco will ask the District to store original records of The New School of San Francisco students. All student records of The New School of San Francisco shall then be transferred to the District upon The New School of San Francisco closure. If the District will not or cannot store the records, The New School of San Francisco shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, The New School of San Francisco will prepare final financial records. The New School of San Francisco will also have an independent audit completed within six months after closure. The New School of San Francisco will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by The New School of San Francisco and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to The New School of San Francisco.

The New School of San Francisco will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of The New School of San Francisco, all assets of the school, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending The New School of San Francisco, remain the sole property of The New School of San Francisco and shall be distributed in accordance with the Articles of Incorporation. Any assets acquired from the District or District property will be promptly returned upon The New School of San Francisco closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, The New School of San Francisco shall remain solely responsible for all liabilities arising from the operation of The New School of San Francisco.

As The New School of San Francisco is operated as a non-profit public benefit corporation, should the corporation dissolve with the closure of The New School of San Francisco, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget in Appendix G, The New School of San Francisco will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

MISCELLANEOUS CHARTER ELEMENTS

A. Budget and Financial Reporting

Governing Law: The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605(g).

Attached, as Appendix G, please find the following documents:

- Budget narrative
- A three-year budget including startup costs and cash-flow
- Budget assumptions
- Financial projections for the first three years of operation

These documents are based upon the best data available to The New School of San Francisco petitioners at this time.

The New School of San Francisco shall provide reports to the District as follows as required by Education Code Section 47604.33, and may provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year. For The New School of San Francisco in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605(g) will satisfy this requirement.
2. By July 1, an annual update (LCAP) required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of The New School of San Francisco's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, State Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.

5. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all The New School of San Francisco's receipts and expenditures for the preceding fiscal year.

B. Insurance

The New School of San Francisco shall acquire and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts will be based on recommendations provided by the District and The New School of San Francisco's insurer. The District Board of Education shall be named as an additional insured on all policies of The New School of San Francisco. Prior to opening, The New School of San Francisco will provide evidence of the above insurance coverage to the District.

C. Administrative Services

Governing Law: The manner in which administrative services of the school are to be provided. Education Code Section 47605(g).

It is anticipated The New School of San Francisco will provide or procure most of its own administrative services including, but not limited to, financial management, accounts payable/receivable, payroll, human resources, and instructional program development either through its own staff or through an appropriately qualified third-party contractor.

At this time, The New School of San Francisco is considering the services of CSMC for initial back office and financial service operational needs. CSMC, founded in 2001, is the largest provider of back office support to charter schools in both California and the nation. CSMC currently supports over 100 charter schools in California, and 50 more in 10 other states. CSMC, with offices in Temecula, Los Angeles, Oakland, Indiana, Louisiana, Colorado and Florida, supports charter schools that are currently authorized by local Districts, County Offices of Education, and the State Board of Education. CSMC is not an Educational Management Organization. CSMC does not provide day-to-day operational leadership or oversight to its charter school clients. Rather CSMC is a high quality contracted service vendor, supporting charter schools seeking to outsource their school business services.

Services that CSMC provides include:

- Annual budget development, cash flow projections, and financial planning
- General ledger and booking
- Accounts payable & receivable
- Payroll, retirement reporting, and benefits administration
- Local/State/Federal reporting for compliance
- ADA tracking & reporting
- CALPADS reporting
- The New School of San Francisco board financial reports
- Communicating with and reporting to authorizer on financial matters, as needed.
- Facilities advisory services
- Charter renewal services
- Strategic Planning

CSMC also provides clients with its cutting edge web portal, CharterVision, a 24/7 on-demand resource that provides access to all financial records and reports of The New School of San Francisco. CharterVision provides in depth information, access and transparency to charter leaders and their board.

At any time The New School of San Francisco may discuss the possibility of purchasing administrative services from the District. If the District is interested, the specific terms and cost for these services will be the subject of an annual memorandum of understanding between The New School of San Francisco and the District and subject to District availability and willingness to provide such services.

Pursuant to Education Code Section 47604.32, the authorizer will be required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the school's audit reports, performing annual site visits, engaging in any necessary dispute resolution processes, and considering charter amendment and renewal requests. In exchange, The New School of San Francisco shall pay the authorizer an oversight fee in accordance with Education Code Section 47613.

D. Facilities

Governing Law: The facilities to be utilized by the school. The description of the facilities to be used by The New School of San Francisco shall specify where the school intends to locate." Education Code Section 47605(g).

The New School of San Francisco plans to request facilities from the District through Proposition 39. If The New School of San Francisco is not able to secure facilities from the District through Proposition 39, we will secure appropriate private facilities within the District's boundaries. We have begun this diligence through the engagement of a local commercial real estate firm and have identified several facilities that would meet our needs and understand the costs associated with both the lease and anticipated upgrades. We are also actively exploring options around co-location with local partner organizations where there is: alignment in approach and values; mutual benefit in sharing space (potential collaboration, economies of scale, complimentary services); and suitable space available. We are in initial discussions with the Boys and Girls Club of San Francisco (BGCSF) regarding two co-location sites: Western Addition and the Mission. With shared priorities around implementation of Common Core, social-emotional learning, tinkering, middle and high school transitions, co-location with the BGCSF presents excellent opportunities for collaboration and retooling "class-time".

The New School of San Francisco will prioritize the following criteria when identifying potential facilities:

1. Accessible by public transportation from most San Francisco neighborhoods, especially those in the east and south east of the city where a high concentration of families attending public schools live;
2. Accessible to the Exploratorium so that our students and teachers are able to take full and regular advantage of its facilities and resources; and
3. Able to house all students as enrollment grows year over year, though we recognize the challenges of finding such a facility.

The Western Addition, Hayes Valley, Civic Center, Yerba Buena, SOMA, Mission Bay, Mission, and Potrero neighborhoods are areas that seem suited for The New School of San Francisco's location. However, we are willing to consider all available and appropriate District buildings. It is anticipated that The New School of San Francisco's facilities would be developed over a number of years to include the following at the end of year 5:

Overview:

- 264 students across 6 grades (K-5)
- 12 classes (2 per grade)
- Approximately 18,000 square feet of facilities space

Key Facility Components:

- Great room - Common area for formal and informal gatherings. Serves as the community center of the school and its social, artistic, and academic hub. A flexible space with high ceilings that can be configured for school-wide meetings, exhibitions, events, and performances. We would look to have audio/visual capabilities and stage lighting adapted to use for performances, The ability to subdivide the space in a variety of ways is an important features.
- Clustered classrooms - Classrooms with movable walls that support a variety of room configurations – from small subsets to open workspaces – to facilitate team teaching, project-based learning, and flexible instructional models. Students and faculty make use of the flexibility that these classrooms afford them, working individually and in groups large and small. Teachers work in teams to design integrated curricula that support inquiry arcs.
- Common area - Teaching neighborhoods would ideally cluster seminar rooms in groups of four, with a shared “open studio” common space area for group work, exhibits, and meetings for each cluster. Teams of math/science and humanities.
- Teaching team office – Shared offices for teachers that adjoin clustered classrooms.
- Exploratory studios – Multi-use spaces used as project studios for the arts and technology, student group work and study areas, and presentations.
- Tinkering lab – In-house tinkering space supporting inquiry and exploratory projects where students can build what they have designed to scale. These labs would ideally be connected to outdoor space with additional storage for building and storing projects.
- Library – A center for exploration and research, a quiet space to learn and play, the library will surround students with the written word, both fiction and nonfiction, in hard copy and soft.
- Indoor/Outdoor connection – Space that integrates indoor and outdoor space – to extend the learning environment, support project-based learning, and drive learning and creativity.
- Outdoor play space – On-site playground and gym; access to off-site outdoor area for physical activity and play.
- Venues for display – Highly trafficked circulation areas used for displaying and exhibiting student work. To be curated by students.
- Education specialist offices – Office(s) needed for 1:1 assessment, counseling and instruction of special needs students.
- Offices/reception – Offices available for school administrative staff and a reception area to greet guests, ensure school safety, and monitor physical access.
- Technology infrastructure – Temperature controlled area is needed to house the network equipment and servers that support a state of the art wireless computer network and its associated infrastructure (e.g. servers, routers, printers, etc.) and media hardware (overhead projection, screens, whiteboards, etc.). Network bandwidth should be able to support all authorized users without restriction.

We estimate needing 10,000 square feet of space in year 1 to accommodate 88 students within 2 classrooms of Kindergarten and 2 classrooms of 1st grade. This would include common area and reception space, as well as space for Exploratories, staff offices, and outdoor play. In the event The New School of San Francisco does not secure a facility from the District, it shall secure a site and shall provide the District a Certificate of

Occupancy and proper clearances, as applicable to The New School of San Francisco's, no later than 30 days prior to the school's opening date or by a date otherwise agreed to between the parties.

E. Transportation

The New School of San Francisco will provide transportation to and from school as required by law for students with disabilities in accordance with a student's IEP.

F. Attendance Accounting

The New School of San Francisco will implement an attendance recording and accounting system, to ensure contemporaneous record keeping, which complies with state law.

G. Reporting

The New School of San Francisco will provide reporting to the District as required by law and as requested by the District including but not limited to the following: California Basic Educational Data System (CBEDS), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the School Accountability Report Card (SARC) and the Local Control Accountability Plan (LCAP).

The New School of San Francisco agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3 The New School of San Francisco shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District.

H. Potential Civil Liability Effects

Governing Law: Potential civil liability effects, if any, upon the school and upon the District. Education Code Section 47605(g).

The New School of San Francisco shall be operated as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a The New School of San Francisco operated by a non-profit public benefit corporation shall not be liable for the debts or obligations of The New School of San Francisco or for claims arising from the performance of acts, errors or omissions by The New School of San Francisco if the authority has complied with all oversight responsibilities required by law. The New School of San Francisco shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of The New School of San Francisco.

Further, The New School of San Francisco and the District shall enter into a MOU, wherein The New School of San Francisco shall indemnify the District for the actions of The New School of San Francisco under this charter.

The corporate bylaws of The New School of San Francisco shall provide for indemnification of the The New School of San Francisco Board, officers, agents, and employees, and The New School of San Francisco will purchase general liability insurance, Board Members and Officer's insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts will be determined by recommendation of the District and The New School of San Francisco's insurance company for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance of The New School of San Francisco.

The New School of San Francisco Board will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

H. Signatures

Over 170 signatures – including approximately 105 signatures of parents or guardians meaningfully interested in sending their child(ren) to The New School of San Francisco in its first year of operation – are available in Appendix I.

CONCLUSION

By approving this charter for the establishment of The New School of San Francisco, the District will be fulfilling the intent of The Charter School's Act of 1992 to improve pupil learning, create new professional opportunities for teachers, and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of The New School of San Francisco. The New School of San Francisco petitioners are eager to work independently, yet cooperatively with the District to establish the highest bar for what a The New School of San Francisco can and should be. To this end, The New School of San Francisco petitioners pledge to work cooperatively with the District to answer any concerns concerning this Charter document and to present the District with the strongest possible proposal requesting a five-year term from July 1, 2015 through June 30, 2020.

APPENDICES

Appendix A: Founding Team	Founding Team <ul style="list-style-type: none"> • Co-founder resumes • Board member resumes
Appendix B: Curriculum & Instruction	Curriculum & Instruction <ul style="list-style-type: none"> • Sample Yearly Scope & Sequence • Sample Unit Inquiry Arc • Resource Guide to 21st Century Learning • Dual Language Overview • Working Collaboratively Rubric • Critical Thinking Rubric • Learn How to Learn Rubric • Example Individualized Learning Plan
Appendix C: Summer Pop-Up School	Summer Pop-Up School <ul style="list-style-type: none"> • Summer Pop-up School Overview • Brochure for Parents – English • Brochure for Parents – Spanish • Pop-up School Curriculum • Sample Daily Schedule • Sample Weekly Schedule
Appendix D: Partnerships	Partnerships <ul style="list-style-type: none"> • Family-Focused Model • Exploratorium Partnership
Appendix E: Community Engagement Plan	<ul style="list-style-type: none"> • Community Engagement Plan
Appendix F: Governance	Governance <ul style="list-style-type: none"> • Organizational Structure • Job Descriptions
Appendix G: Finances	Finances <ul style="list-style-type: none"> • Five-year Budget • Budget Narrative • Grant Agreements • Loan Guarantee Documents
Appendix H: Articles	Articles <ul style="list-style-type: none"> • Articles of Incorporation • Bylaws • Conflict of Interest Code
Appendix I: Meaningful Interest	<ul style="list-style-type: none"> • Parent & Teacher Signatures

