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The New School of San Francisco Petition



**Charter School Petition for
Reauthorization**

**Submitted to the San Francisco
Unified School District**

For the term July 1, 2020 through
June 30, 2025

Submitted June 14, 2019



The New School of San Francisco Petition

TABLE OF CONTENTS

MATRIX OF CHANGES	4
CHARTER INTENT & REQUIREMENTS	5
AFFIRMATIONS & DECLARATIONS.....	6
CHARTER RENEWAL.....	8
<i>CAASPP Proficiency Data</i>	8
INTRODUCTION.....	16
<i>Guiding Principles</i>	17
<i>Our Vision & Mission</i>	19
<i>Founding Team</i>	20
<i>Board of Directors</i>	20
<i>Community Support & Collaborative Partnerships</i>	22
ELEMENT A: EDUCATIONAL PROGRAM	24
I. THE CASE FOR THE NEW SCHOOL OF SAN FRANCISCO	24
II. STUDENTS TO BE SERVED (TARGET STUDENT POPULATION)	27
III. LEARNING PHILOSOPHY	29
<i>Guiding Principles (in greater depth)</i>	30
<i>Graduate Profile</i>	32
<i>Understanding How Learning Best Occurs</i>	33
IV. CURRICULUM & INSTRUCTIONAL DESIGN	35
<i>Learning Environment</i>	35
<i>Instructional Approach</i>	41
<i>Proposed Schedule & Calendar</i>	47
<i>Curriculum Design</i>	49
<i>Professional Development</i>	62
V. PLAN FOR DIVERSE LEARNERS	67
<i>PLAN FOR STUDENTS WHO ARE ACADEMICALLY LOW-ACHIEVING</i>	67
<i>PLAN FOR STUDENTS WHO ARE ACADEMICALLY HIGH-ACHIEVING</i>	69
<i>PLAN FOR ENGLISH LEARNERS</i>	70
<i>PLAN FOR STUDENTS WITH DISABILITIES</i>	75
ELEMENT B: MEASURABLE PUPIL OUTCOMES	83
<i>SPECIFIC OUTCOMES ALIGNING TO THE EIGHT STATE PRIORITIES</i>	84
ELEMENT C: METHODS OF ASSESSMENT	95
ELEMENT D: GOVERNANCE STRUCTURE.....	100
ELEMENT E: EMPLOYEE QUALIFICATIONS	106
ELEMENT F: HEALTH AND SAFETY OF PUPILS AND STAFF	110
ELEMENT G: RACIAL AND ETHNIC BALANCE	114
ELEMENT H: ADMISSION REQUIREMENTS.....	115
ELEMENT I: FINANCIAL AUDITS	117
ELEMENT J: PUPIL SUSPENSION & EXPULSION.....	118
ELEMENT K: EMPLOYEE RETIREMENT SYSTEMS	133
ELEMENT L: PUBLIC SCHOOL ALTERNATIVES	134
ELEMENT M: EMPLOYEE RETURN RIGHTS.....	135
ELEMENT N: DISPUTE RESOLUTION	136
ELEMENT O: SCHOOL CLOSURE PROCEDURES	137
MISCELLANEOUS CHARTER PROVISIONS	
a) <i>Budget & Financial Reporting</i>	139
b) <i>Insurance</i>	139
c) <i>Administrative Services</i>	139
d) <i>Facilities</i>	140
e) <i>Transportation</i>	142
f) <i>Attendance Accounting</i>	142
g) <i>Reporting</i>	142
h) <i>Potential Civil Liability Effects</i>	142
CONCLUSION	143

APPENDICES

APPENDIX A: RE-AUTHORIZATION	
CDE Renewal Criteria Memo	145
2018-19 Measurable Pupil Outcomes Report	147
2019 Embargoed CAASPP Data	172
APPENDIX B: CURRICULUM & INSTRUCTION	
Culture & Climate Overview.....	174
Safe & Supportive Classrooms Overview	176
Positive Behavior Interventions & Supports: Approach	178
Restorative Practices: Approach	181
On-track Goals: Approach	183
Sample Tier 2 Intervention Plan	187
Exploratorium Partnership Overview	190
Sample Inquiry Arc: Grade 1 Sound Arc Unit Plan	191
Sample Year-long Scope & Sequence: Grade 5.....	210
Sample Individualized Learning Plan	215
Student-led Conferences: Draft Overview.....	220
Health & Sex Education Scope & Sequence.....	227
Resource Guide to 21 st Century Learning.....	230
APPENDIX C: DIVERSE LEARNERS	
Tiers of Intervention	244
English Learners	
Reclassification Policy.....	250
English Learners Open House	253
Family Support: Site Words.....	260
Academically Low-performing	
Brain Gym: Overview.....	262
Brain Gym: Sample 6-week Student Plan.....	263
Universal Design for Learning	270
Special Education	
SPED Open House.....	271
Seneca Model Overview.....	281
APPENDIX D: COMMUNITY ENGAGEMENT MODEL.....288	
APPENDIX E: BUDGET & FUNDRAISING	
Multi-year Budget.....	296
Multi-year Budget Narrative.....	305
Written Commitments	310
APPENDIX F: GOVERNANCE & STAFFING	
Board Member Résumés.....	317
Organizational Chart.....	325
Articles of Incorporation	326
Bylaws.....	329
Conflict of Interest Code	347
APPENDIX G: LETTERS OF SUPPORT	
San Francisco Coalition of Essential Small Schools.....	352
Exploratorium.....	353
Seneca Family of Agencies	354
APPENDIX H: 2018-19 LOTTERY PREFERENCE REQUEST.....356	

The New School of San Francisco Petition

MATRIX OF CHANGES

Introduction	<ul style="list-style-type: none"> Updated to include new Board members Updated to include new community partnerships: The San Francisco Coalition of Essential Small Schools (SF-CESS) & Seneca Family of Agencies
Element A	<ul style="list-style-type: none"> Updated students to be served: 468 kindergarten through 8th grade students Updated demographic projections Programmatic model updated to include expansion into grades 6-8, including but not limited to: what our guiding principles look like in practice, curriculum, teacher professional development and planning, schedule and a sample day in the life Diverse Learners section updated to reflect: current instructional practices for students below or above grade level, English Learners and students with disabilities; current interventions for all sub-groups; staffing structure for Special Education and membership in the El Dorado SELPA
Element B	<ul style="list-style-type: none"> Updated table demonstrating actions and measures of assessment aligned to the 8 state priorities Select goals removed which were either redundant with the 8 state priorities or did not have reliable, aligned assessments (i.e. 'students learning how to learn')
Element C	<ul style="list-style-type: none"> Updated table to reflect current and future assessments used
Element E	<ul style="list-style-type: none"> Employee qualifications updated to reflect all current and future roles
Element H	<ul style="list-style-type: none"> Lottery preference added: Pupils eligible for Free and Reduced Price Meals ("FRPM") who reside within the boundaries of the District, not to exceed 33% for each grade

The New School of San Francisco Petition

CHARTER INTENT & REQUIREMENTS

It is the intent of the California Legislature, in enacting the Charter Schools Act of 1992, to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

- (a) Improve pupil learning.
- (b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.
- (c) Encourage the use of different and innovative teaching methods.
- (d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.
- (e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public-school system.
- (f) Hold the schools established under the Charter Schools Act of 1992 accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.
- (g) Provide vigorous competition within the public-school system to stimulate continual improvements in all public schools.

California Education Code Section 47601(a)-(g)

In reviewing petitions for the establishment of charter schools, the chartering authority shall be guided by the intent of the Legislature that charter schools are and should become an integral part of the California educational system and that establishment of charter schools should be encouraged.

California Education Code Section 47605(b)

The New School of San Francisco Petition

AFFIRMATIONS & DECLARATIONS

The New School of San Francisco (“NSSF” or the “Charter School”), operated by NSSF, a nonprofit public benefit corporation, and located within the boundaries of the San Francisco Unified School District (“SFUSD” or the “District”) 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 Section 60605, 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)]
- NSSF declares that it 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)(6)]
- 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 unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. 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)(i)-(iv). 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, including immigration status, 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 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 non-core, non-college 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.
- 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 report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(d)(3)]
- The New School of San Francisco may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
- 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

The New School of San Francisco Petition

47612.5(a)(2)]

- 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 applicable jurisdictional limitations to the 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) and 47610]
- The New School of San Francisco shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").
- 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 comply with the Political Reform Act.
- The New School of San Francisco shall comply with Government Code Section 1090, *et seq.*, as applicable to charter schools under Senate Bill 126 (2019).
- 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 Kilduff, Lead Petitioner
The New School of San Francisco

Date

Ryan Chapman, Lead Petitioner
The New School of San Francisco

Date

The New School of San Francisco Petition

CHARTER RENEWAL

In accordance with Education Code Section 47607(a)(3)(A), the District shall consider increases in pupil academic achievement as the most important factor in determining whether to grant a charter renewal. As documented below, The New School of San Francisco has delivered increases in pupil academic achievement.

NSSF exceeds the statutory criteria required for renewal set forth in Education Code Section 47607(b)(4), which states that the academic performance of the charter school should be at least equal to the academic performance of the public schools that the charter-school pupils would otherwise have been required to attend as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

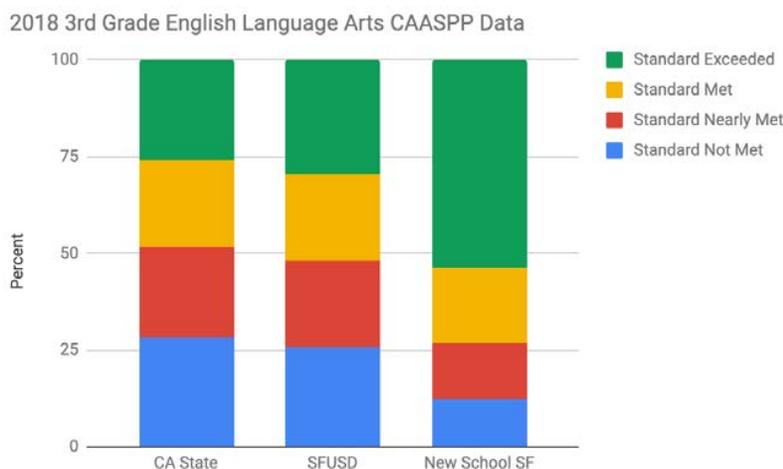
NSSF submits that it has achieved this standard as evidenced by the following:

1. NSSF California Assessment of Student Performance and Progress (“CAASPP”) standard met and standard exceeded (referred to herein as “proficiency”) data for 2018 in both English Language Arts and Math exceed both the District and State averages.
2. NSSF CAASSPP proficiency data for 2018 in both English Language Arts and Math exceed, on average, the four District schools that pupils would otherwise attend (comparison schools were selected by the California Department of Education – see Appendix A).
3. NSSF CAASSPP proficiency data for 2018 compared to Schools in the District that are Demographically Similar to NSSF
4. NSSF CASSPP preliminary proficiency data for 2019 increased for both English Language Arts and Math
5. NSSF internal proficiency data** for sub-groups increased, on average, from 2018 to 2019.
6. NSSF’s internal data demonstrating a strong culture and climate.
7. NSSF’s California School Dashboard shows strong performance indicators for all subgroups.
8. NSSF received a 10 out of 10 ranking by California Charter Schools Association.

**For internal assessments, NSSF uses the Fountas & Pinnell assessment system for reading proficiency and Common Core aligned benchmark assessments for math.

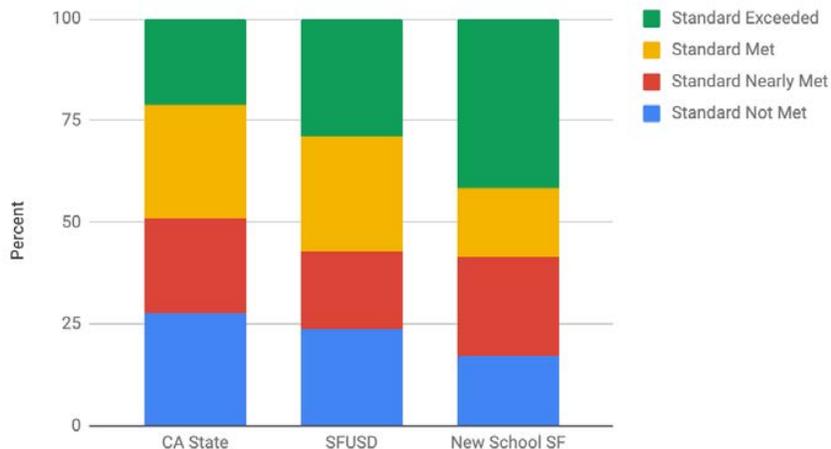
NSSF California Assessment of Student Performance and Progress (“CAASPP”) proficiency data for 2018 in both English Language Arts and Math exceed both the District and State averages.

In the 2017-2018 school year, 71% of New School SF 3rd grade students achieved “standard met” or “standard exceeded” CAASPP scores for English Language Arts and 59% of 3rd grade students met or exceeded CAASPP standards for math. These proficiency levels are higher than both the District and State averages for 3rd Grade. Sub-group data is not included for student anonymity given the sample size is under 10 for all groups (3rd Grade NSSF data represents 40 students total).



The New School of San Francisco Petition

2018 3rd Grade Math CAASPP Data

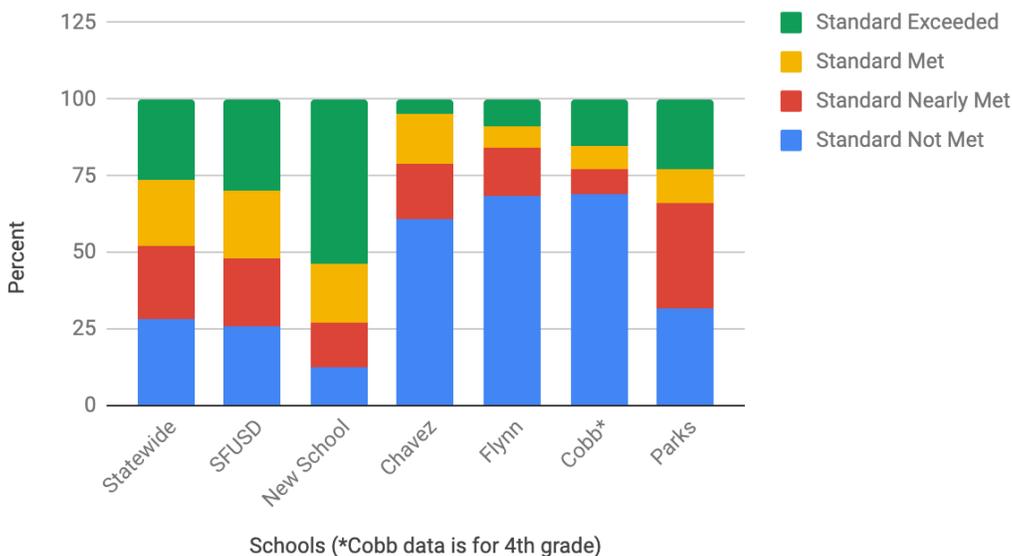


NSSF CAASSPP proficiency data for 2018 in both English Language Arts and Math exceed, on average, the four District schools that pupils would otherwise attend (comparison schools were selected by the California Department of Education – see Appendix A).

California Department of Education (“CDE”) to The New School of San Francisco, the CDE identified the schools within a 5 mile radius that NSSF students would have otherwise attended (see Appendix A for letter). NSSF proficiency scores for both English Language Arts and Math are higher, on average, than the 4 identified elementary schools:

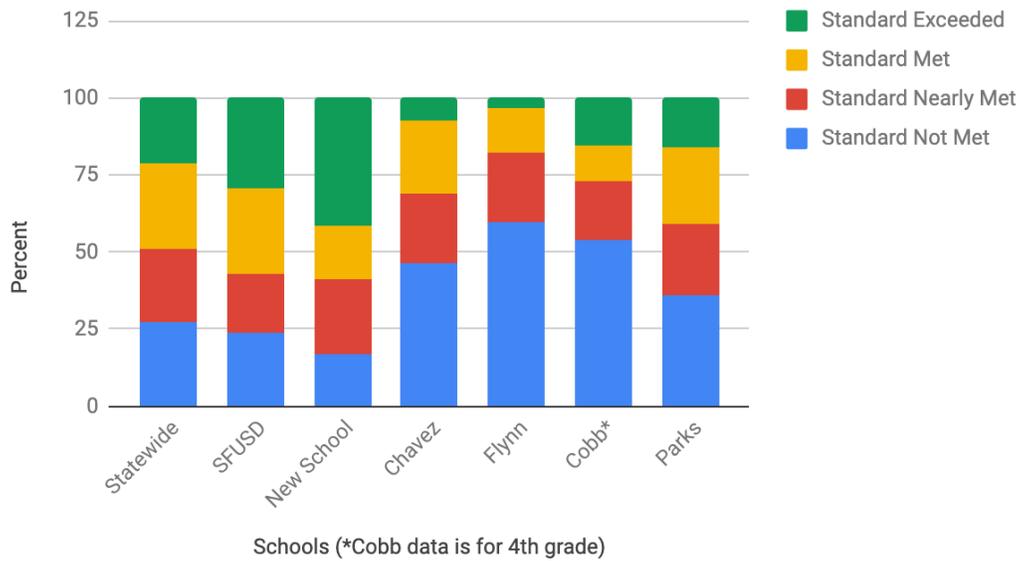
- Cobb (William L.) Elementary
- Chavez (Cesar) Elementary
- Flynn (Leonard R.) Elementary
- Parks (Rosa) Elementary

2018 3rd Grade English Language Arts CAASPP Data



The New School of San Francisco Petition

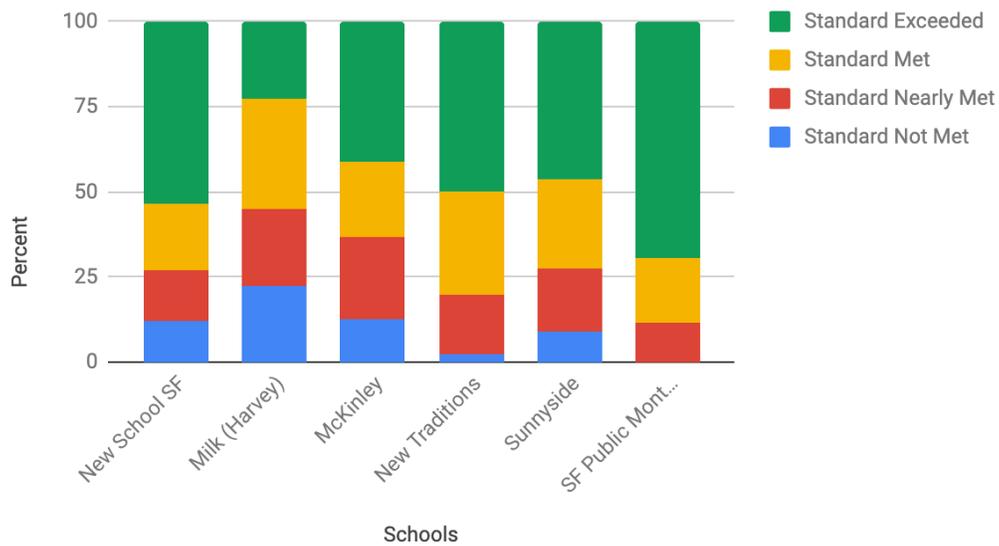
2018 3rd Grade Math CAASPP Data



Comparison to Schools in the District that are Demographically Similar to NSSF

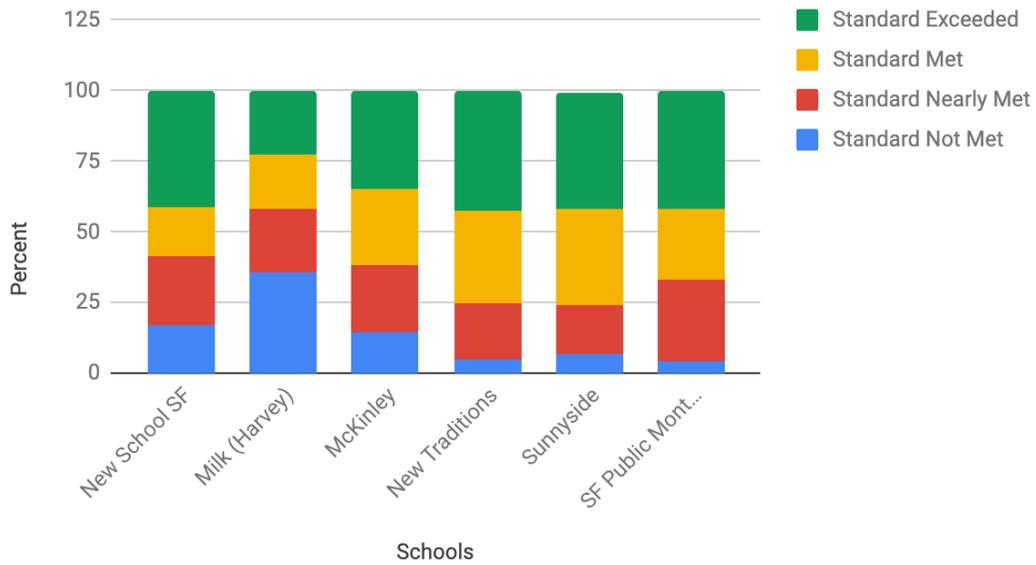
While NSSF was unable to identify any District school that is identical to the composition of the pupil population at NSSF, each of the schools identified in this comparison share aspects of NSSF's composition. The following chart demonstrates that the academic performance at the charter school is at least equal to the majority of these schools.

2018 3rd Grade English Language Arts CAASPP Data



The New School of San Francisco Petition

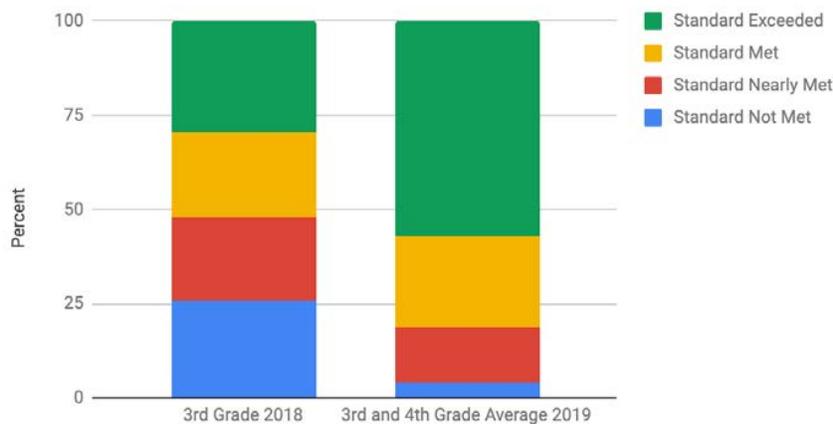
2018 3rd Grade Math CAASPP Data



NSSF CASSPP preliminary proficiency data for 2019 increased significantly for both English Language Arts and Math.

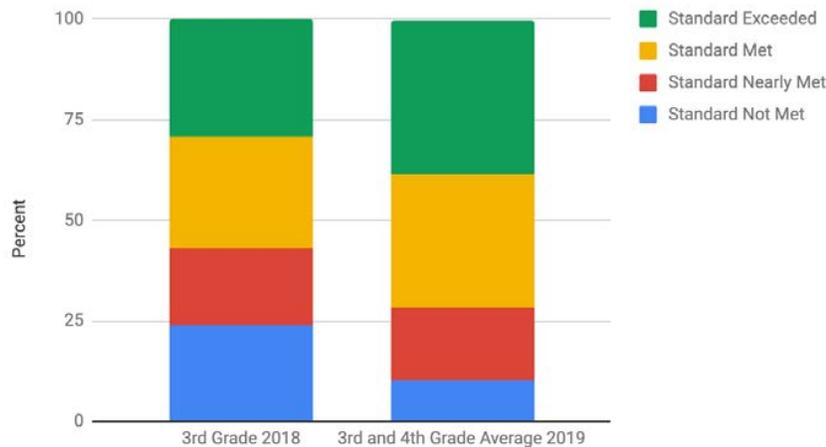
In the 2018-19 school year, 81% of New School SF 3rd and 4th grade students achieved “standard met” or “standard exceeded” CAASPP scores for English Language Arts and 71% of met or exceeded CAASPP standards for math. These averages constitute a 10% increase in proficiency for English Language Arts and a 12% increase for Math from 2018. We are encouraged that our student data improved from 2018 to 2019:

2018 and 2019 English Language Arts CAASPP Comparison Data



The New School of San Francisco Petition

2018 and 2019 Math CAASPP Comparison Data



The preliminary 2019 New School SF averages for both English Language Arts and Math far exceeded both the State and District averages from 2018 as well as neighboring schools pupils would have otherwise attended.

NSSF internal proficiency data for sub-groups increased, on average, from 2018 to 2019.

As another way to meet the academic threshold criteria for charter renewal, Education Code Section 52052(f) requires charter schools to use “alternative measures” to document increases in student academic achievement, in place of the former Academic Performance Index criteria for renewal. NSSF uses frequent and consistent data points to ensure we can assess progress over time and address gaps. Results over the past two years from our internal assessments, alternative measures, are shared for all students.

2018-19

	Students	Reading Achievement	Numeracy Achievement
		On or above grade level	80% or above on Standards-aligned benchmark
All Students	236	75%	70%
Latinx	50	68%	52%
African-American	12	25%	33%
English Language Learners	22	32%	32%
Free- and Reduced- price Meal	27	56%	30%
Students with IEPs	17	24%	18%

2017-18

	Students	Reading Achievement	Numeracy Achievement
		On or above grade level	80% or above on Standards-aligned benchmark
All Students	183	71%	71%
Latinx	34	56%	50%
African-American	13	38%	46%
English Language Learners	32	56%	66%
Free- and Reduced-price Meal	27	52%	41%
Students with IEPs	16	19%	31%

We measure proficiency levels for all students using rigorous assessments, specifically Fountas & Pinnell for literacy (independent reading level) and Common Core State Standards (“CCSS”) aligned benchmarks for numeracy (80% proficiency or above). Reading proficiency increased for nearly all sub-groups from 2018 to 2019, which aligns to the increased CAASPP proficiency growth from 2018 to 2019. Our numeracy benchmarks shifted from 2018 to 2019 to be even more rigorous, so this is not a like data comparison given the change in numeracy assessment between the two years. Given the significant increase in CAASPP proficiency from 2018 to 2019 (see above), we believe the change in math benchmarks, rather than student performance, explains the drop in scores in our internal numeracy scores from 2018 to 2019.

Our goal is to ensure all students are either on grade level or *on track* to be on grade level, depending on their entry points and unique learning needs. We are committed to working with various subgroups of underperforming students, as identified by the data above, to ensure they have the supports and resources they need to thrive. Please see Element A for more information on how we personalize learning, engage families in that process, and provide tiered supports to our most vulnerable groups of students.

NSSF’s internal data demonstrate a strong culture and climate.

NSSF has provided families in San Francisco with expanded choice, as measured by both recruitment and retention data. Interest and demand for NSSF has grown each year as evidenced by a significant increase in applications and high levels of student retention each year.

School Year	2015-2016 [K-1]	2016-2017 [K-2]	2017-2018 [K-3]	2018-2019 [K-4]	2019-2020 [K-5]
# of Applications	215	332	450	630	668 to date**
Seats Available	80	52	60	58	57

We have been fully enrolled and maintained a waitlist for all grades since opening our doors to the community. For the current year (2018-19), we have 444 students on the waitlist for grades K-4. Our retention data is strong, with over 92% of families re-enrolling each year. Of the families who have left the school, 56% moved out of San Francisco.

School Year	2015-2016	2016-2017	2017-2018	2018-2019
Overall Retention Rate*	96.2%	93.1%	92.7%	98.7% to date

*Attrition includes all students who disenrolled during the school-year or did not re-enroll from one academic year to the next.

**As of 6/10/2019

The past three recruitment cycles for kindergarten have demonstrated significant demand for NSSF, both in terms of applications and offers accepted. This demand has increased annually, leading us to project approximately 560+ kindergarten applications for the 2019-20 recruitment cycle.

Year	Applications Received	Spaces Available	Offer Rate*	Accept Rate**
2015/16	147	44	54%	38%
2016/17	268	44	41%	50%
2017/18	343	48	29%	58%
2018/19	440	48	25%	50%
2019/20	560***	48	n/a	n/a

* Offer Rate represents the percentage of applicants receiving an offer from the school

** Accept Rate represents the percentage of offers accepted by applicants (leading to enrollment)

*** Estimate based on applications to date and historical trends

In addition to strong recruitment and retention data, our families consistently report that they are satisfied with NSSF.

Each year, we give two Climate Surveys designed to ensure we are responsive to family needs and able to follow up in a timely manner as needed. Data averages across both surveys for each school year demonstrate that, overwhelmingly, families are satisfied with their experience at The New School of San Francisco:

Year	Families that feel welcomed & valued	Families reporting adequate opportunities to be involved	Families that agree with the mission, vision, leadership
2015/16	94%	97%	100%
2016/17	95%	92%	98%
2017/18	97%	96%	100%

At The New School of San Francisco, we deeply believe that quality, consistent staff are central to student learning and family experience. Given this, we are proud to report that our staff believe NSSF is a positive and inspiring place to work, as represented in the following:

- Since our founding in 2015-16, we have retained 100% of our leadership team.
- From 2017-18 to 2018-19, we retained 81% of our staff; our annual retention has always exceeded 80% for all staff and 75% for teachers.
- In 2017-18, 100% of our teachers reported that they feel trusted to teach in the way that is best for kids.
- In 2017-18, 100% of our staff reported that our culture is extremely or quite positive.
- In 2017-18, 96% of staff are extremely satisfied or satisfied with NSSF as a place to work.
- In 2017-18, 97% of staff report that someone at work cares about them as a person.

NSSF's California School Dashboard shows strong performance indicators for all subgroup.

As reported by the California Department of Education's California School Dashboard¹, NSSF shows strong performance indicators in all areas and for all students. The chronic absenteeism rate for 2018 was less than 5% and the suspension rate was less than 1%. NSSF had the first and only suspension in the 2017-18 school year resulting in a 0.5% increase as reflected on the Dashboard.

Dashboard view:



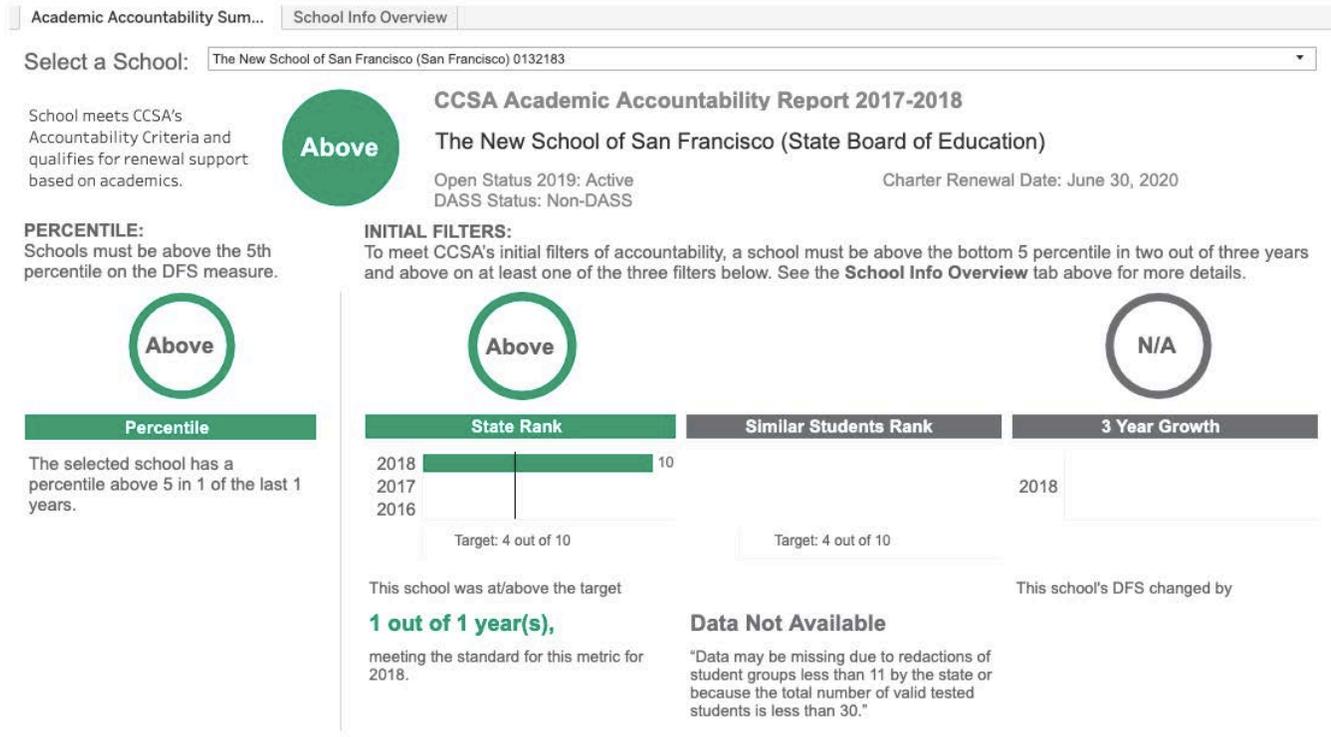
¹ <https://caschooldashboard.org/reports/38769270132183/2018#english-language-arts-card>

While not yet reflected on the Dashboard, the chronic absenteeism rate for 2019 is 2% and the suspension rate for 2019 is 0%.

NSSF's has received a 10 out of 10 ranking by California Charter School Association.

The School Accountability Ranking by California Charter Schools Association awarded NSSF a score of 10 out of 10.

Dashboard view:



Conclusion

NSSF exceeds the statutory criteria required for renewal set forth in Education Code Section 47607(b)(4), which states that the academic performance of the charter school should be at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school. NSSF has documented increases in student academic achievement for all subgroups. The Charter School has demonstrated that alternative measures also show increases in pupil academic achievement, schoolwide and for all numerically significant pupil subgroups. Additionally, the breadth of data provided demonstrates that beyond strong academic test scores, NSSF has built a strong overall program with engaged students and families.

We have deeply valued and learned from our first four years of operation; our commitment to the work ahead has only deepened with each school year and each student served. The New School of San Francisco has formed an identity as a welcoming, reflective, supportive, and ultimately successful place for students and families to remain and thrive over time. In partnership with the families we serve, we look forward to continuing our work in San Francisco over the next five years. We see opportunity to expand upon the strong foundation of the Charter School, further narrow opportunity gaps, deepen our equity practices, build middle school curriculum, and continue to be a collaborative partner to the District and neighboring schools.

INTRODUCTION

San Francisco is a city of boundless opportunity: 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, they struggle to keep up with the pace of innovation. As a community, it is our responsibility to cultivate the next generation of critical thinkers who can work across lines of difference, generate new ideas, harness their unique strengths, 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.

In San Francisco, we have taken this jarring reality to heart. SFUSD is working towards a bold and compelling 2025 vision that outlines an inspiring 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.² 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, and yet, if we truly aspire to transform our ecosystem of schools, we need many more schools at the forefront of this change.

As such, The New School of San Francisco was designed in partnership with parents, educators, students, city leaders and community organizations in 2014 to incubate and deliver an alternative, exceptional approach to teaching and learning. While many local leaders supported this collaborative effort to forward the city's vision for change, The New School of San Francisco was not authorized by the San Francisco Unified School District. The Charter School received unanimous authorization, however, from the California State Board of Education on March 12th, 2015, with high praise for a model that brings inquiry, equity, and personalization together.

The New School of San Francisco's charter extends through the end of the 2019-20 academic year, allowing for expansion through 5th grade. With the support of hundreds of NSSF families and community partners, this group of petitioners respectfully submits a request for the renewal of charter, including expansion into middle school (grades 6-8) for the District's consideration. Additionally, we request a preference in our lottery for families who qualify for free or reduced-price lunch to further diversity the rich community we have.

² The full report can be found at <http://www.sfusd.edu/en/assets/sfusd-staff/about-SFUSD/files/vision-2025-spreads.PDF>

Our introduction summarizes the key elements of our model, vision for change and school leadership while Elements A – O and our supporting Appendix resources further detail how we will be successful in this next stage of growth.

Guiding Principles

There are four Guiding Principles that underscore our educational model and offer something unique to students, and more broadly, as a demonstration school:

1. We learn by doing.
2. We believe every child is unique.
3. We celebrate diversity and practice equity.
4. 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 utilizes 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 (our term for 'units') 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's Institute for Inquiry, we have deepened our understanding of planning, facilitating, documenting, assessing, and reflecting in an inquiry-based model. Together, we have developed curricula and rubrics that marry Common Core State Standards and deeper learning competencies like critical thinking and collaboration. It is through the process of inquiry that children gain skill, make meaning of their learning, and take action in the world.

This guiding principle undergirds all we do as staff as well. As a young school with a bold vision, we must constantly reflect on our successes and challenges to ensure we are adjusting to meet the needs of children and families. We are a nimble organization that iterates constantly. For example, while we have built strong curriculum, those plans are never simply recycled from one year to the next. Every group of children is different and the approach to instruction must start with the learner. Additionally, the world around us is changing constantly — from our political climate to weather patterns to cultural beliefs — and our curriculum must be relevant for children. As such, our teachers collaborate constantly and see themselves as learners, too. We prioritize professional learning for all staff.

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.

“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 themselves, and to help students learn from their differences. Additionally, the design of the instructional program at NSSF and flow of the school day and year reflect necessary differentiation that allows all learners to thrive. The fluid design of the inquiry arcs enables 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.

Students at NSSF spend time exploring their own identities and what makes them unique. This builds self-awareness, confidence, and agency. In kindergarten, students first explore the concept of being unique by engaging with texts about being different and consider their own strengths and identity. We teach into the concept that knowing yourself as a learner and person helps you grow. By upper elementary, this looks like children taking greater agency over their learning, selecting their own books, choosing which friends to do partner reading with, and making decisions about where in the classroom they best learn. In middle school, students will have similar individualized goals and even more agency in setting those goals, reflecting on progress and leading conferences with their families. Our aim is to ensure that all children are able to answer these essential questions:

- Who am I as learner?
- Who am I as a person?
- What are my strengths?
- How do I best learn?
- What supports do I need to grow?

These questions are investigated across the educational continuum at NSSF. All students reflect on their personalized progress through the creation and continued use of their Individual Learning Plan (“ILP”); this living document engages each student and support network within a minimum of three yearly check-ins regarding individualized goals in reading, writing, math, social-emotional learning, and inquiry. By fostering and celebrating individuality, we create a learning environment that embraces all students, including diverse learners, across our multi-tiered system of supports. One parent, an educator herself, described the following regarding her first visit to NSSF: “It was such a community... everyone interacted together... Being a teacher, I walk into so many schools, and New School felt so great.” Her son thrived in his transition to a learning environment where all students are able to leverage their strengths. She believes her son’s strengths have truly been expressed within an ecosystem celebrating the unique individual (“They talk about one another’s strengths. He sees difference as good.”)

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.³ 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. To that end, we invest both resources and time into delving into and building skill as it relates to equity-based practices. It is our belief that equity is a *practice* — not a checklist of actions — and must be continuously nurtured and examined. The learning and interrogation begins with our staff, who must be able to create classrooms and curriculum with an equity lens. Through intensive professional development, we work to meet the individual needs of our staff and grow our collective practice as a community. Additionally, staff collaboration time is always done through a lens of equity, whether that is looking at student data or parent participation patterns. We pay

³ source: <https://edpolicy.stanford.edu/library/publications/1200>

particular attention to ensuring those with greater barriers to accessing resources have them at NSSF.

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. Families play an active role in decision-making in their child's learning, and school staff builds strong relationships with each child to ensure they develop personally and academically. Rooted in social psychology research, NSSF emphasizes physical and psychological safety to enable learning, as well as strong relationships between teachers, students, and family members.⁴ Restorative Practices are one important approach we use to support students and families toward equitable outcomes by providing healing and growth for the entire community. We also continually nurture strong partnerships with organizations and institutions that advance our work. Further information about our partnership with the Exploratorium can be found in Appendix B; please refer to Our Community Engagement Model in Appendix D for a full list of partnerships.

We look forward to continuing to be part of a rich, innovative community of schools in San Francisco. We will continue to serve as a demonstration school, sharing our curricula, hosting visiting educators, researchers, and policy-makers, and collaborating with schools and organizations across the city. We believe that the lessons we are learning around inquiry, inclusion, equity, and personalization have widespread applicability and are excited to help shift public education in our city and state.

Vision & Mission

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

The New School of San Francisco demonstrates a holistic 21st-century education that instills a love of learning now and prepares students and families for success in the future. We 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 equity, rigorous academic outcomes, and meaningful relationships with each student.
- 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 for re-authorization.

⁴ Cozolino, L. (2013). *The Social Neuroscience of Education*. New York, NY: W.W. Norton & Co.

The New School of San Francisco Petition

Founding Team

The New School of San Francisco was founded by a group of well-qualified educators, community leaders, and parents with a breadth and depth of experience. The founding team began working in the fall of 2014, visiting schools, hosting focus groups, creating a two-week pop-up summer school, and digging into research. It was the hard work of over 25 leaders that went into our original K-5 petition. The founding leadership team remains in place and has contributed immensely to the success of the school:

Emily Bobel Kilduff, Co-founder & Head of School

Emily has worked in education over the last 17 years as a middle-school math and science teacher, a Head of School, and a director of teacher development. Before launching NSSF, she 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, Co-founder & Head of School

Ryan has worked in adult and youth education over the past 21 years and has in-depth experience in organizational development, public/private partnerships, governance, fundraising, and leading 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 Cañaverall, Director of Community

Christina Cañaverall has over 15 years of experience in parent engagement, youth development, equity training, and education policy work both in the States and abroad. She has worked with long-standing SF organizations such as Bernal Heights Neighborhood Center and Coleman Advocates for Children and Youth. She graduated from UC Santa Cruz, and received her Master of Arts in Political Science at the Pontifical Javeriana University in Bogota, Colombia.

Shernice Lazare, Director of Curriculum & Instruction

Shernice has 23 years of experience in education, 15 of them as a classroom teacher in grades K-6. As a Fulbright Teacher Award recipient, she spent a year in England teaching, learning, and researching best practices. She graduated from UCLA's social justice Teacher Education Program and before joining NSSF, was the Outreach Coordinator for UCLA Lab School.

Board of Directors

We currently have six board members who help to round out the experiences and skills needed to run an exceptional school, especially in the start-up years. *Full résumés for all board members can be found in Appendix F.*

Jaime Dominguez, Headmaster Stuart Hall for Boys

Jaime is the current Board Chair for NSSF and 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.

Bitá Nazarian, Executive Director, 826 Valencia

Bitá is the current Secretary of the Board. She is the Executive Director of 826 Valencia, an organization committed to closing the Bay Area education gap. Bitá joined 826 Valencia's Board of Directors in 2006 and served for five years, three of them as President. Prior to 826, Bitá served as a teacher, leader, and administrator in SFUSD. She currently supports NSSF administrators by facilitating a class for UC Berkeley's Leadership Support Program. She was recently recognized as a

Superbowl 50 Fund's Playmaker and as one of 7x7 Magazine's 2015 Hot 20. Bitu is also a proud parent of two NSSF students.

Pooja Shah, Community Leader

Pooja is the current Board Treasurer. She most recently served as the Vice President of Strategy, Finance, and Operations at Peer Health Exchange, a national nonprofit organization that trains college students to provide comprehensive health education to underserved high-school students. Prior to Peer Health Exchange, she was the Chief Financial Officer of the national nonprofit Reading Partners and also spent some time at the KIPP Foundation. Pooja started her career in technology investment banking at Lehman Brothers followed by corporate business development at Cisco Systems. Pooja graduated from UC Berkeley with a B.A. in Economics and minor in Business Administration. She earned her M.B.A. from Harvard Business School. Pooja Serves on the national board of Playworks.

Farouk Ladha, Managing Partner, Four Rivers Group

Farouk Ladha founded Four Rivers Group (FRG) in 2007. Prior to FRG, he was a Managing Director at SVB Capital, the venture capital arm of Silicon Valley Bank, where he managed the firm's direct equity group and led numerous investments that have become public companies or been acquired. Prior to SVB Capital, Farouk worked at Broadview in the technology M&A group, and at PwC in the turnaround group consulting businesses in crisis. Farouk graduated with High Honors at Dartmouth College, earning a B.A. in economics and a minor in Islamic Studies. He has an M.B.A. from Harvard Business School. Farouk is actively involved in the community and volunteers in numerous capacities within the Aga Khan Development Network.

Danny Karubian, Partner, Valiant Capital

Danny is a partner at Valiant Capital, an investment fund based in San Francisco. He joined Valiant in the Summer of 2008, prior to the Fund's launch. Previously, Danny worked as a private equity analyst at Thomas H. Lee Partners and investment banking analyst at Morgan Stanley. Danny graduated from the UC Berkeley with a B.S. in Business Administration and received his M.B.A. from Stanford's Graduate School of Business.

Ravi Paidipaty, Portfolio Manager, Citadel

Ravi Paidipaty is currently a Portfolio Manager at Citadel. Previously, he worked at Farallon Capital where he was a Managing Director. Prior to Farallon, Ravi worked as a private equity associate at Thomas H. Lee Partners, L.P. and as an investment banking analyst at Morgan Stanley. Ravi graduated with Distinction from Yale College with a B.A. in Ethics, Politics & Economics and received his M.B.A. from Harvard Business School. He sits on the board of Reading Partners San Francisco.

Patience Yi

Patience Yi is a former technology executive who fosters connections between art and technology in SF. She founded and operates a nonprofit art organization that provides below market studio space to local artists and provides economic opportunities for artists in the Bay Area. In addition to her arts advocacy, Mrs. Yi is also an Executive Coach who focuses on adult development and leadership, and works with individuals and teams to identify their values and make decisions that align with those values. Mrs. Yi is committed to arts, education, and equity among all and is honored to leverage her background and experience to help NSSF in achieving their goals and commitment to San Francisco's children and families.

The New School of San Francisco Petition

Inspirational School Models

Over the past six years, our team has remained intentional about learning from other school models. While something has been gained from every visit, the following schools have played an important role in shaping the school's design:

- UCLA Lab School, Los Angeles, CA
- Gateway Public Schools, San Francisco
- Everett Middle School, San Francisco
- Millennium Middle School, San Francisco
- Dr. Martin Luther King Jr. Academic Middle School, San Francisco
- Brightworks SF, San Francisco, CA
- Nueva School, Hillsborough, CA
- High Tech Network, San Diego, CA
- Citizens of the World, Los Angeles, CA
- Bricolage School, New Orleans, LA

Community Support

From our early days of visioning and ideating, 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 summer education fairs (Mo'Magic Summer Learning Fair, and B'Magic Backpack Giveaway), hosted pop-up schools which were free to attend, and held widely publicized information sessions to solicit input from families and educators.

Through that original engagement process, we collected more than 170 signatures from community members who endorsed the model. Once authorized, NSSF received 190 applications from families for 81 founding spots. Community support has only increased since our founding. We received 610 applications for the 2018-19 school year from families across San Francisco and from different racial and socio-economic backgrounds.

Additionally, our Director of Community has established relationships with over 30 citywide preschools, an important network for outreach to and support of families. While citywide in scope, we have intentionally oriented our outreach and development efforts within areas that have higher concentrations of public-school families. *For greater detail on our community engagement efforts, please see Appendix D for our Community Engagement Model, which details the list of community organizations and preschools we partner with.*

Collaborative Partnerships

Additionally, NSSF 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 development:

Exploratorium Museum

Over the past four years, we have established a deep partnership with the Exploratorium's Institute for Inquiry to develop curricula, train our educators, reflect on student learning together, document our learnings, and begin to share our research. On average, our teaching team spends five full days per year at the Institute to engage in this meaningful, collaborative work. See Appendix B for an overview of this partnership; additionally, please see Appendix G for a letter of support from the Exploratorium's Executive Director.

The San Francisco Coalition of Essential Small Schools (SF-CESS)

We began partnering with SF-CESS in the fall of 2018 to engage our entire team in equity-based professional learning. Our team spends 30+ hours each year exploring issues around identity, privilege, bias, equity, and leadership to ensure we have the skills and tools to deliver an equitable education to a diverse school of learners. SF-CESS is beginning to coach a team of leaders at NSSF who will become facilitators for the organization.

Seneca Family of Agencies

We have worked with Seneca Family of Agencies' 'All In' Program over the last three years to build a truly inclusive environment for all students. Seneca has supported the building of our Special Education Program, which sits within a multi-tiered approach to meeting the needs of students. Seneca utilizes and teaches into restorative and therapeutic practices, which aligns with NSSF's philosophy.

San Francisco Unified School District

As stated in the Executive Summary, it is our intention and mission to collaborate openly with the District. Over our first four years, we have hosted both District staff and Board members to understand how we might best add value to the city. We have hosted educators and shared both lessons learned and resources. Similarly, our teachers have benefited by learning from school visits to John Muir Elementary, Everett Middle School, Gateway, and The One Purpose School.

We also partner with the following organizations to support students and families:

- Revolution Foods: breakfast and lunch for students
- SF Math Circle: after-school program to increase confidence and skill in numeracy
- Kid Power: adult education programming for social-emotional learning, health, and safety
- WOLF outdoor education program
- San Francisco International High School: Intern program
- San Francisco Boys and Girls Club
- Ruth Asawa School of the Arts: educational performances
- Hip-Hop for Change
- Todd Berman, Uphill Arts
- Alphabet Rockers
- Ami Molinelli, Matt Worbel, Amikaela Gaston, MUST Arts
- SF Recology

ELEMENT A: EDUCATIONAL PROGRAM

Governing Law: The educational program of the charter school is designed, among other things, to identify those whom the charter 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: The annual goals for the charter school, 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 incredible opportunity both in preparing our students to thrive in the ever-changing world and serving as a demonstration school for deeper learning, equity, and personalization.

21st-century Learning

As many noted authors, academics, researchers, and leaders have suggested 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 concerning our industrial-age educational system 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.

The New School of San Francisco Petition

- Proxies for personal aptitude (i.e. grade-point average, test scores, pedigree of the schools attended) are giving way to more insightful digital portfolios of accomplishments.
- The cost of higher education is beyond the reach of most families as their 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) isn't doing the very job it was designed to do: prepare our students to flourish and thrive.

The New School of San Francisco has demonstrated that we can reverse this trend and provide a much-needed transformation in education today. NSSF'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 was the north star in designing NSSF and our early data points suggest we're on the right track.

Accelerating Local Change

There could not be a more opportune time in San Francisco to serve as a demonstration of excellent 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, former 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 ensuring equity and acceptance for all. However, when it comes to education, we are not at the forefront of innovation. 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. NSSF addresses this need by: 1) cultivating 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.

21st-century Deeper Learning

The New School of San Francisco is 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-\$40,000 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 isn't a privilege, but a necessity. Today's world demands that our children have the critical thinking and problem-solving skills necessary to succeed and thrive.

Ensuring Equity for All Learners

Despite great intentions and efforts over the last decade, the truth remains that certain subgroups of students continue to underperform. 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 NSSF's design that promote equity:

- a. Every child at NSSF has an **Individualized Learning Plan**, co-created with families and educators to address the child's unique strengths, skills, motivations, and academic readiness. These goals then inform the unique strategies, resources, and groupings educators put into place to ensure each child is making progress towards their individualized goals. Equity demands that every child receives what they need, not what is identical.
- b. Additionally, **inquiry curriculum with hands-on problem solving** lends itself to strong differentiation. Given the multitude of experiences, provocations, materials, and ways in which children are able to access the learning, there is far greater opportunity for students to match their learning styles to the content or problem at hand. For example, in researching how roots support trees, students may elect to do research by reading library books, sourcing information on the iPad, through sketching and close observation in nature, or discussing with adults.
- c. There is a growing body of evidence to suggest that the **highly differentiated and student-centered learning models** support 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 **strong Home & School connections**, families are empowered to be partners in their child's education. Feedback from parents continues to reinforce that teacher communication, Home-School journals, weekly updates on the curriculum, and parent education deep-dives allow families to not only have a window into their child's learning, but these engagements also build their toolkit to extend the learning outside of school.
- e. Finally, the **strong educational program** outlined in *Diverse Learners* (beginning on p. 26) details how students who learn differently or require additional supports are nurtured at New School SF.

Retaining and Celebrating the Rich Diversity of San Francisco

There are several aspects to this commitment. First and foremost, we are 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 socioeconomic background. Second, we appreciate that the overall population of San Francisco is growing, but 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.

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

The New School of San Francisco Petition

Supporting Families

The transition from elementary to middle school can be challenging for both students and adults. By designing a K-8 model, we are able to work alongside families for nine years and deeply personalize the experience for both the learner and caretaker. This enables our educators to build a cohesive learning and development arc that truly reflects a child's individual needs. We have steeped ourselves in the most current developmental science, ensuring our model evolves to match unique needs as students mature. Parents see the benefits of having a child supported by one learning community and continue to express this is one of the aspects of the school they're most drawn to. Additionally, having one lottery for enrollment spanning K-8 will alleviate parent stress, preserve and strengthen parent networks, ensure a consistent and cohesive educational approach through middle school, and mitigate some of the adverse effects of school transitions at the end of 5th and 8th grades.⁶

II. Students to be Served (Target Student Population)

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. For the term of our next charter, we'll serve 468 students in grades kindergarten through 8th grade with the following students per grade:

	2020-21	2021-22	2022-23	2023-24	2024-25
kindergarten	48	48	48	48	48
1 st	48	48	48	48	48
2 nd	48	48	48	48	48
3 rd	48	48	48	48	48
4 th	48	48	48	48	48
5 th	48	48	48	48	48
6 th	60	60	60	60	60
7 th	-	60	60	60	60
8 th	-	-	60	60	60
Total	348	408	468	468	468

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

The New School of San Francisco Petition

Attracting a Diverse Population

At The New School of San Francisco, we are committed to enrolling a diverse student population that largely mirrors the demographics of the city. Included below are the demographic data for our current student body and NSSF’s desired demographic data. For more detail on our recruitment targets and diversity strategies, please refer to the Community Engagement Model in Appendix D.

In addition to proactive and year-round outreach, NSSF is requesting the addition of an admission preference for families qualifying for Free and Reduced Price Meals (outlined in Element H). Through this preference, ongoing outreach, and culturally inclusive teaching and learning practices, NSSF expects to recruit and retain a socio-economically balanced student body. Through these efforts, we also expect and welcome further diversification along lines of race, ethnicity, and learning abilities.

Student Group	% of Enrollment (2018-19)	Projected (w/preference) over 3 years
Socioeconomically Disadvantaged	11%	35%
English Learners	10%	25%
Students with Disabilities	7%	12%
Black or African American	5%	7%
American Indian or Alaska Native	1%	1%
Asian	14%	21%
Filipino	1.7%	4%
Hispanic or Latino	21%	25%
Native Hawaiian or Pacific Islander	0.5%	2%
White	52%	35%
Two or More Races	3.4 %	5%

Serving Diverse Learners

Our passion for an inclusive school community is driven by a desire to serve all students, including those 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:

- African-American learners, especially boys
- Students who qualify for special education services
- English Learners
- Students who have experienced trauma

The design and ethos of The New School of San Francisco engages all learners in inclusive ways, inherently pushing the bar on supporting students in the aforementioned student groups alongside their peers. On an average day you could walk into a classroom and see students working in small groups, 1:1 with their teacher, sitting on the carpet

The New School of San Francisco Petition

using fidgets or alternative seating, leveraging speech-to-text resources, and it would not be clear if these students are on individualized education programs (“IEP”) or not, because personalized learning techniques are adapted across all tiers of instruction. It is this type of learning environment, one which supports the needs of our district’s most struggling students without separating them from their peers, that we seek.

At NSSF, we focus on personalization in making individual strengths the central focus of each child’s education. This might mean that a student labeled a behavior challenge in traditional schools is given varied and frequent opportunities to express themselves, collaborate with peers, and practice leadership in NSSF’s community, ultimately leveraging and realizing their differences as strengths rather than obstacles. It could mean that a student who feels discouraged or “other” because of their IEP will be in good company in our school community, where all students keep an ILP to capture personal growth goals and progress. As students progress across their K-8 experiences, they are asked to take on greater responsibility within their IEP process, as they work alongside faculty to integrate their ILP and IEP processes towards a unified learning plan that supports their unique needs and motivations.

Additionally, NSSF offers a small learning environment where students, families, and faculty develop meaningful, lasting connections across the K-8 spectrum. These relationships mean that whole-child development is truly possible and approached deliberately. Transitions aren’t always perfect, and students can have real and persistent struggles, but the commitment to a student never wavers; this is a long-term partnership. A 4th-grade parent at NSSF shared that, despite challenges in the first three years of schooling, “it has been a team effort with NSSF... all these people know my kid and at [her child’s previous school] I felt completely anonymous, alone, and lost.”

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 district schools feel challenged daily and regularly witness the relevant connection between their learning and their future.

We recognize that a diverse school community has the incredible potential to benefit all students academically.⁷ Additionally, we’ve seen 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 creates a need for authentic conversations about race, power, and privilege among all school community members, and we devote a significant amount of professional learning to these critical conversations. 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.

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 Charter School, its staff, and the entire learning community. Second, a Graduate Profile describes the knowledge, skills, and dispositions that NSSF 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 NSSF’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.

⁷ Kahlenberg, R.D. (2012). *The Future of School Integration: Socioeconomic diversity as an education reform strategy*. New York, NY: Century Foundation Books

The New School of San Francisco Petition
GUIDING PRINCIPLES

Simply put, The New School of San Francisco seeks to provide an excellent education to every child. In service of this goal, NSSF 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, NSSF 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 fuels personal growth and change. Many call this innovation, but we firmly believe that the *process* of learning matters more than the outcome or predicted result. At NSSF, this means that both students and adults are 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, NSSF follows 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.⁸ In partnership with the Exploratorium, NSSF has developed curricula that enables students to ask questions, make discoveries, observe patterns, and exhibit creativity. And as we have already seen from our kindergarten through 4th-grade students, rigorous inquiry leads students to extraordinarily meaningful learning.

In middle school, the inquiry-based instructional model further engages students' curiosity. Research shows that engagement drops as students move from elementary to middle school and continues to fall each year.⁹ We believe that as the content becomes more complex and students understand more about themselves and the world, there is even more room for interest and excitement. Simply put, school should never be boring. Inquiry-based instruction allows students to control the direction of their learning by allowing them to ask, explore, and then show what they now know. Our world needs thinkers with a high curiosity quotient¹⁰, who don't run from complexity or time-consuming trial and error. For example, what might 6th-graders ask and do to better understand hunter gatherers from our past? Perhaps some would want to know more about how it was done; a teacher could partner them with a foraging organization in the area. Others might ask how hunting/gathering impacted health, and could interview a doctor. Students might study clothes, tools, family units, tribalism, migration, hunting, tent making, and so much more! As students share their learning, they'll begin asking deeper questions. What have humans lost turning from hunting and gathering? How are our bodies still well suited for hunting and gathering? Real learning isn't only from a book; it's an experience.

For faculty, this looks like engaging in design processes to constantly improve instructional approaches and the overall experience our students have. In the spirit of continuous learning, NSSF partners with other excellent schools, The Exploratorium, universities, and community organizations to soak up best practices, especially as they relate to inquiry-based learning.¹¹

We believe every child is unique.

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 inform the learning and development plan that supports their growth at NSSF. Every child has an Individualized Learning Plan to inform their unique goals and the differentiated strategies the student, educators, and families pursue to reach them. ILP goals are co-created with families to ensure growth in reading, writing, numeracy, inquiry, and social

⁸ 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.

⁹ source: <https://www.edweek.org/ew/articles/2016/03/23/gallup-student-poll-finds-engagement-in-school.html>

¹⁰ source: <https://hbr.org/2014/08/curiosity-is-as-important-as-intelligence>

¹¹ See Appendix D for list of established partnerships

The New School of San Francisco Petition

emotional learning. While explicit goals are not set for art, Spanish, or PE, each specialty teacher contributes to the overall narrative on the students' progress. When students progress into upper elementary and middle school, they take on more ownership of their ILP, writing personal goals and reflecting on progress. A sample ILP is included in Appendix B. Given our commitment to serving diverse learners, we draw explicit parallels between a students' IEP and ILP where relevant, ensuring that goals and objectives speak to one another in a way that supports the student as a whole, while also allowing them to draw social connections to their peers, all on personalized plans. Families of students receiving services understand the differences and connections between these two important documents, and students cognitively ready to discuss the role of their IEP and ILP can speak to this as well.

Additionally, the design of the instructional program at NSSF 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 element 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 supported, 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, cultures, and views in the school community, research shows that diverse learning environments are academically and socially beneficial to all students.¹² 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.

NSSF puts equity at the forefront of our practice, meaning that every child has what they need to thrive personally and academically. We embrace students' different learning modalities as well as their individual paces and learning needs. Additionally, we consider who the child is as a person: their culture, home-life and access, or lack of access, to various resources. To that end, identity development is a critical component of this work and must take place among both children and adults. In kindergarten, the concepts of identity, race, privilege, and equity are introduced. Students begin to explore the communities they come from and discuss how difference in our community is important and beautiful. Our youngest learners also explore (through read-alouds and experiences) how equity does not mean equal, and they begin to articulate what they need to be successful. These conversations only become richer and more nuanced as our children get older. In middle school, as students learn what each biological sex experiences in puberty, they'll also learn about how gender is different and on a continuum. We 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. Simply put, equity permeates content and discussion inside and outside NSSF. 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 strive to make San Francisco even better than it is today. Families are empowered to lead and advocate for their children. Finally, staff engage in conversations about race, power, and privilege to ensure we are constantly moving toward a deeper understanding of our 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 creates an ecosystem of support for students and fosters their brilliance. Families play an active role in decision-making and in their students' learning, and school staff work hard to build strong relationships with each child and family member. At the beginning of kindergarten, this includes collecting rich information from family members about their child. Six weeks into the school year, families have their first 'intake conference' with their child's teachers to share notes and data and discuss what the child's ILP goals should be for the year. Intake conferences outline a year-long plan for the child and how home-school connections support those

¹² Kahlenberg, R.D. (2012). *The Future of School Integration: Socioeconomic diversity as an education reform strategy*. New York, NY: Century Foundation Books.

learning goals. Families and teachers then come together in February (at the latest) to review progress against the goals and discuss strategies for the remainder of the year. Teachers keep families updated weekly through classroom ‘snapshots’ and proactively reach out with both ‘glows’ and ‘grows’ to ensure families are aware of progress being made. NSSF also provides curriculum deep-dives over the course of the year (in both Spanish and English) to provide families with an understanding of the curriculum so they are best positioned to support their child.

Rooted in social psychology research, The New School of San Francisco emphasizes physical and psychological safety to enable learning, as well as strong relationships between teachers, students, and family members.¹³ Restorative Practice is one important approach that supports students and families toward equitable outcomes by providing healing and growth for the entire community. A strong learning community also ensures that children can be themselves at school and feel supported to reach personal and academic goals. This also helps students to take risks and learn from mistakes – a key ingredient to rigorous lifelong learning.

GRADUATE PROFILE – AN EDUCATED PERSON IN THE 21ST CENTURY

The New School of San Francisco’s guiding principles have informed an initial graduate profile for NSSF students: our definition of an “educated person in the 21st century.” 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. All NSSF graduates will be:

Academically-thriving students

NSSF graduates will be academically prepared for college and the workforce, exhibiting 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 the ability to communicate in at least two languages. Finally, graduates will have agency (defined as drive and motivation) to further their own learning, and be inspired to seek out rich experiences to build their academic skills.

Self-reflective individuals

NSSF graduates will demonstrate a commitment to personal learning and growth. They will be self-reflective about their strengths and areas for growth, striving for a deeper understanding of themselves. They will set personal goals and work toward them. NSSF 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.

Creative, problem-solvers

In an increasingly complex world, graduates must be prepared to exercise creative problem-solving skills. NSSF 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 workforce, and have the skills necessary to contribute meaningfully to an ever-changing world.

Lifelong learners

Learning is not limited to activities inside the classroom, and NSSF graduates will know that well. Graduates will exhibit lifelong learning traits, and 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, NSSF graduates will demonstrate an authentic love of learning.

Agents of positive social change

NSSF graduates will be engaged citizens of their communities and the world. They will be able to work

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

in diverse settings and demonstrate empathy for others. Graduates will feel passionate about creating a more just and equitable society, and work in partnership with others to understand complex problems, seeking creative solutions with humility. Graduates will be responsible global citizens who demonstrate agency and hopefulness.

UNDERSTANDING HOW LEARNING BEST OCCURS

The New School of San Francisco is 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. We believe learning occurs best when:

Students feel a sense of belonging.

NSSF believes firmly that feeling part of a community is a powerful motivator for students. Research shows that students' belief that they belong in a learning community is essential for rigorous learning to occur. 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. Research points to this being particularly critical as students enter adolescence, a time when status and respect amongst a peer group is of utmost importance.¹⁴ NSSF works to create learning environments where all students and their families feel a sense of belonging. Celebrating individuality and difference and encouraging students to express themselves are regular parts of our approach. Belongingness is especially important given the diverse students and families we serve. Teachers draw on curricula that embrace all learners and deliberately nurture a school culture inclusive of students' diverse backgrounds. A deliberate focus on identity development (developing students' understanding of their own background, culture, family, and community) is critical if all learners are to feel welcome and valued in the learning community. The entire staff prioritizes this type of identity development in the learning process. Lastly, structural supports such as team teaching, small class sizes, and a K-12 model help build a learning community where each child and family feels welcome and valued.

Students feel physically and psychologically safe.

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.¹⁵ NSSF ensures 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 cultivate self-awareness and trust on the part of learners. Peer mediation also ensures that learners feel responsible for maintaining community and safety in their own learning community. And Restorative Practices provide essential healing when a community norm is violated. We believe these are the essential ingredients for 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.¹⁶ This is one reason that identity development is an essential foundation at NSSF. Students' exploration of themselves – their family, community, culture, learning profile, and interests drives their ability to be agents of change who can question the status quo and make a difference. NSSF facilitates agency through personalization and identity development. For example,

¹⁴ Yeager, Dahl, Dweck 2017

¹⁵ Edmundson, Amy. (1999). Physiological Safety & learning team behavior in Work Teams. *Administrative Science Quarterly*; 44, 2.

¹⁶ Kendall, J., & Marzano, R.. (2007). *The New Taxonomy of Educational Objectives*. Thousand Oaks, CA: Corwin Press.

students have opportunities to explore their individual interests within inquiry arcs, learn at their own pace, and set personal learning goals. Additionally, students participate in decision-making about their own learning journey and they explore authentic community strengths and challenges to understand their own role as community advocates. Through these opportunities, NSSF students develop passions and confidence as well as their ability to take risks and tackle complex problems.

In Practice: Middle School Example

Anna is a 6th-grade student who's been at NSSF since the 4th grade. Her family pursued a shift for her when she was consistently three grade-levels behind in reading acquisition, despite having been on an IEP since 2nd grade, and was feeling increasingly self-conscious with her peers as a result. Nearly three years later, she's now leading her IEP meetings alongside her case manager. She speaks to the way her IEP and ILP help her make decisions in her classroom as she chooses peer reading groups at the appropriate level, leverages accommodations she needs to focus on her solo reading time (noise-cancelling headphones help her), and reaches for her On-Track reading goal for the end of the year. If she reaches it, and she believes she will, she'll be reading on grade level by the end of 7th grade.

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.¹⁷ Additionally, students understand most deeply and are motivated to learn when concepts are embedded in a larger context.¹⁸ With this research in mind, NSSF works to create hands-on, thematic learning experiences for students, which we call inquiry arcs. Inquiry arcs are discrete units of study that utilize inquiry to drive learning and build students' agency. They begin with a question and provide broad context and room for exploration around an interdisciplinary theme and allow students to identify patterns and connections in their learning.

An example of an inquiry arc in kindergarten is 'How does the weather impact our community?' and students explore this question through various lenses:

- Through Next Generation Science Standards ("NGSS"), students are learning about various weather patterns.
- Through social studies standards, students are exploring various communities and how communities react to different types of weather, using mapping skills to identify different communities and different weather patterns those communities experience most acutely.
- Through a diversity and Social Emotional Learning ("SEL") lens, students are exploring identity and how different communities have different identities (and skin colors) depending on the weather.
- Through numeracy standards, they might explore graphing or addition as they count the communities they are learning about.

In short, you can see how one broad question can lead to many forms of exploration which relate to the world around us. This type of interdisciplinary approach taps into what students are passionate about, connects it to the world around them, and positions them to make meaning (versus being told what the 'right' answer is).

¹⁷ Shephard, R. (1997). Curricular Physical Activity and Academic Performance. *Pediatric Exercise Science*, 9(2), 113-126.

¹⁸ Bruner, 1966; Dewey, J. (1971). *A Common Faith*. New Haven, CT: Yale University Press. Wiggins, G. & McTighe, J. (2005). *Understanding by Design*. Prentice Hall.

Additionally, through integrated art, music, Spanish instruction, and design experiences that relate directly to the curriculum they're studying, students at NSSF have meaningful time for apply their learning in broad context. Finally, NSSF's holistic approach to assessment through expositions and documentation allows students to see the real-world significance in their learning.

IV. Curriculum & Instructional Design

LEARNING ENVIRONMENT

Creating a safe and supportive learning environment undergirds all of what we do at NSSF. The research supports our belief that rigorous and joyful learning cannot occur if students do not feel safe, cared for, and supported. To that end, we are incredibly intentional about the structures and practices that allow for all learners — regardless of their needs — to be able to access and benefit from the curriculum.

Small Learning Communities

There are a number of benefits associated with small schools including increased student engagement, positive interpersonal relationships, and higher academic achievement.¹⁹ By maintaining small communities — approximately 48 students per grade for elementary school and 60 students per grade for middle school — NSSF is an inclusive environment for students and families. We ensure a low student-to-teacher ratio by employing a co-teaching model with at least three teachers per grade. Co-teaching allows for far greater flexibility in establishing learning communities within a grade. For example, it means that all three teachers could be with the grade for an activity or each teacher could be working with a group of 16-20 students. This flexibility 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, Mariela's teachers know her well in part because the small learning community enables authentic relationships.

Pod Time

To build community and establish trusting relationships between both students and adults, we implement Pod time twice per day for elementary students and four times per week (for slightly longer blocks) for middle-school students. Pod Time is similar to an advisory program, but it carefully planned to develop strong community, explore social-emotional development and personal development, and resolve conflict. Pods time often takes the form of a circle and is usually no more than 24 students in a Pod.

Elementary Pod Time

The goals of Pod time include:

Relationship building

- Developing strong, lasting relationships between teachers and students
- Preparing students emotionally for learning through story-sharing
- Ensuring that each student has an adult advocate at school
- Deliberate opportunities for personal and academic mentorship

Personal Exploration & Development

- Framing each day and week so students make connections in their learning
- Setting intentions for personal and academic growth

¹⁹ Cotton, K. (2006). *Affective and Social Benefits of Small-Scale Schooling*. Retrieved from Education.com: <http://www.education.com>.

The New School of San Francisco Petition

- Allowing space for goal-setting and reflection
- Building a social-emotional toolkit, including discussion about 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

Community Building

- Developing an understanding of NSSF 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 teacher facilitates and acts as the primary advocate for the students in their Pod. They most intimately know that child's ILP goals and are typically the main point of contact for the parent. The entire staff contributes to a year-long scope and sequence for Pod Time, with some time left purposefully flexible to meet the individual needs of students. As students enter middle school, the structure and focus of pod time evolves. Students begin to take a more active role in driving and facilitating some of Pod Time. And the schedule shifts to have one or two extended Pod Times a week to tackle deeper lessons focused on personal exploration, identity, and questions related to adolescence.

Middle-school Pod Time

On January 17, 2019 David Brooks wrote an Op-Ed for *The New York Times* entitled "Students Learn from People They Love." Here, he highlights research from Antonio Damasio and others showing that we can't take feelings out of learning. How students feel about themselves, peers, and adults at school is crucial. Pod Time is the central place for these emotional connections. Middle school, when done well, is not simply tackling curricular questions, but also questions like "Who am I?" in a safe, supportive environment. This environment is created with the leadership of the advisor, who isn't simply a teacher, but also a confidant and friend.

Pod Time is where middle-school students start their day to feel known and deeply connected to their school community. These cohorts will stay the same for the duration of middle school. Here, groups of up to 20 sit in a circle to create intentions and check-in with how things are going. At the beginning of the year, respect agreements are created, active listening is taught and modeled, and a talking piece is chosen. After that, the advisor (and eventually a student leader) reminds the group of the guidelines then introduces prompt(s) from ice breakers ("What is your dream vacation?") to deeper questions ("When have you been mad recently and how did you deal with it?") Once a week, the time is longer to explore social-emotional topics of self-discovery like:

- How do I set appropriate learning goals for myself?
- How might I resolve conflict with greater independence?
- What am I learning about myself as a friend? A student? A son/daughter?

The goals of middle-school Pod Time are the same as the goals for elementary, with the additional focus on helping kids navigate the transition to early adolescence. Professors Gutman and Midgley describe this transition as a vulnerable time and cited advisories as a space to help all students feel seen and supported.²⁰ According to Principals Shulkind and Foote,²¹ strong advisors and advisory programs (like the one NSSF's middle-school grades will adopt):

²⁰ source: <https://link.springer.com/article/10.1023%2FA%3A1005108700243>

²¹ source: https://www.istor.org/stable/23044504?seq=1#page_scan_tab_contents; Association for Middle Level Education (AMLE)

The New School of San Francisco Petition

- Address issues of community
- Promote open communication
- Know and care about their advisees
- Closely supervise their advisees' academic progress
- Are problem-solvers and advice-givers
- Are programs in which students and advisors perceive that advisory directly improves academic performance and functions as a community of learners

Student Leadership

Our ultimate aspiration is that our students become the capable, compassionate leaders that our world requires, and we are intentional about creating meaningful leadership roles and opportunities for students within our school context. Research confirms that giving students powerful opportunities to practice leadership boosts students' self-confidence and leads to greater academic performance, motivation, and drive.²² At NSSF, we work to ensure students have leadership opportunities which contribute to building our internal school community and the broader community outside of school. As students get older, gaining independence and skill, we'll increase the scope and responsibility of these leadership opportunities. Our elementary students already demonstrate their leadership skills in a variety of roles every day, with new opportunities on the horizon for middle-school:

Elementary School	Middle School (in addition to the elementary opportunities)
<p>Leadership Among Peers</p> <p><u>Classroom jobs:</u> Each classroom has different leadership roles which rotate each arc. All students have an opportunity to have an impact over the course of the year. Jobs include — but are not limited to — being a greeter to visitors (as we have many!), materials manager, classroom cleaner, recycling manager, technology manager, documentation manager, or line leader.</p> <p>Leadership in Community</p> <p><u>Schoolwide roles:</u> For upper elementary students (grades 3-5), they can take on school-wide roles such as being a lunch or recess monitor, tutoring younger students, hosting community members when they visit, or taking on a needed job (like watering school plants).</p> <p><u>Sharing with the entire community:</u> Students lead Exposition night for their family members as they guide visitors through their classroom and explain the inquiry arc process. Similarly, all students have an opportunity to share their learning on Fridays at our All-school Meetings. A portion of each weekly meeting is dedicated to 'What's Cool at New School,' in which students sign up to present</p>	<p>Leadership Among Peers</p> <p><u>Clubs:</u> Students will have the opportunity to imagine, propose, and launch student clubs with the sponsorship of a teacher. Within those clubs, they'll play a key role in shaping the curriculum.</p> <p><u>Work with peers:</u> Mentoring younger students and taking on more structured roles in mediating conflict.</p> <p>Leadership in Community</p> <p><u>Broader community impact:</u> Students will be called to more frequently take on challenges in both the school community and greater San Francisco. This will happen through inquiry arcs, which regularly grapple with social justice topics, and through Pod Time, which serves as a chance to illuminate needs in the school community and empower students to generate solutions.</p> <p>Leadership in Learning</p> <p><u>Conferences:</u> Students will be at the helm of communicating their progress and learning goals, planning for and leading conferences with families, including ILP meetings.</p>

²² source: <https://hbr.org/2017/02/research-how-leadership-experience-affects-students>

Elementary School	Middle School <i>(in addition to the elementary opportunities)</i>
something they're proud of. It takes quite a bit of courage to stand up and share with an entire school, and it's our aim that all children present once during their elementary years.	<u>Choice</u> : In the middle-school years, the instructional model shifts to include greater choice and agency within core instructional blocks (from selecting focus questions, identifying how they will demonstrate learning, and making decisions about how they will best pursue learning targets).

Cross-Age Learning & Engagement

Cross-age interactions within the educational sector, in varied forms, has long been leveraged as a method of bolstering achievement and social-emotional learning across grade levels. The K-8 structure of NSSF provides a unique, in-house opportunity for this type of authentic development that will only strengthen in opportunity over time as the school grows to a K-12 environment. Cross-age learning and engagement at NSSF may take multiple forms. Cross-age tutoring, for example, has been shown to benefit both tutor and tutee in academic and social-emotional development and can take place in multiple forms: in academic groups across grade levels based on need, within tutoring relationships to increase reading levels, and more.²³ Mentorships are another method of cross-age engagement that has also been shown to have positive results for all invested parties, leading to increased high-school graduation rates, boosts in self-esteem, and higher rates of college attendance for mentees.²⁴

The overall learning environment at NSSF is one of appreciating unique individuals, inquiring about oneself, one another, and the world. Cross-age engagement across the K-8 spectrum will be one example of how the grade-level spread will further enable this ecosystem of engagement and building one another up.

Family Engagement & Empowerment

Research shows that families play a critical role in their child's academic success²⁵, and at NSSF, families are critical partners in envisioning, planning, and developing the school community. NSSF's teachers and administrators are committed to welcoming and working with all families to engage them in their child's education. There is frequent and personalized communication with families throughout the year, beginning with intake conferences the first six weeks of school to establish the child's goals for the year. This conversation sets the foundation for partnering over the course of the year as teachers and families discuss strategies to support the child both at school and at home. There are two additional conferences over the course of the year to come together as a team and discuss the student's progress and/or challenges. Teachers are in communication about a child's progress as needed between conferences. We use glow and grow reports, quick check-ins, and/or email to touch base about specific progress or concerns. Additionally, teachers send weekly updates home to families (which are translated by our Director of Community into any languages spoken in the home by our team), to share highlights and documentation from the week. More in-depth newsletters go out at the top of each inquiry arc outlining the learning objectives, field trips planned, and opportunities for volunteering and/or family engagement.

NSSF also hosts a variety of social and educational events to promote identity development, build community, and present deep-dives into our curriculum, all in service of empowering families to be advocates for their child. Events include everything from student-led Exposition nights (3 times per year) to 'curriculum corner' deep-dives to playdates organized by families to our annual Día de Los Muertos and Lunar New Year celebrations to coffee chats with the

²³ Kalkowski, P (March, 1995). Peer and Cross-Age Tutoring. In *School Improvement Research Series*. Retrieved February 21, 2019, from <https://educationnorthwest.org/sites/default/files/peer-and-cross-age-tutoring.pdf>.

²⁴ Wu, M (March 15, 2016). The Importance of Youth Mentorship. In *BU Community Service Center*. Retrieved February 21, 2019, from <https://www.bu.edu/csc/2016/03/15/siblings-spring-fling-2/>.

²⁵ 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.

leadership team. For more detail on NSSF's plan to engage and elevate family voices, please read the Community Engagement Model, in Appendix D.

Physical Space

Physical space has a direct impact on student learning. A favorite resource at NSSF is 'The Third Teacher,' which offers up this provocation:

"The child starting kindergarten this fall will graduate in the third decade of the 21st century. All we can know about the world she will step into is that it will have challenges and opportunities beyond what we can imagine today, problems and possibilities that will demand creativity and ingenuity and compassion. Whether this year's kindergarten student will merely survive or positively thrive in the decades to come depends in large measure on the experiences she has in school. Those experiences will be shaped by adults, by peers, and ultimately by places, by the physical environments where she does her learning. United in the conviction that environments are our children's third teacher, we can begin anew a vital mission designing today's schools for tomorrow's world."

— Cannon Design, VS Furniture & Bruce Mau Design

We believe that the learning environment is the third teacher, and that spaces speak for themselves. To that end, we are deliberate about creating classroom environments which invoke curiosity and wonder and are also warm, safe spaces for children. The following are several core tenets shared by all our classrooms spaces:

Principle	Why it matters	What this looks/feels like at NSSF
Flexible arrangements	Flexibility allows us to personalize learning for students, meet the changing needs of students, and adapt spaces to the learning at hand	classrooms with desks in various configurations, as some students need to work alone sometimes and with groups at other times; our tables and desks are all easily movable to create various configurations we use different types of chairs given sensory needs students have whiteboards and projectors are on rollers to move as needed
Spaces for various purposes	Every space has purpose in a classroom and students rely on those spaces to meet their needs	every classroom has a 'cool down corner' to rest, process emotions, or cool down from being escalated; we teach into how to use these spaces productively and responsibly conference nooks where a teacher can work with a child one-on-one different types of chairs to meet the sensory needs of different students

Principle	Why it matters	What this looks/feels like at NSSF
Organized & accessible materials	Students develop agency and responsibility by being able to access materials as needed	bins and materials are at the students' level and labeled for easy access
Documentation walls	Making learning visible helps students process their knowledge and take pride in their work	all classrooms have walls devoted to documentation of the inquiry process student work and quotes are visible and shape the narrative of the classroom
Students' space	A classroom is for students, not the adults; it should feel like <i>their</i> space	student work permeates the walls all children have a cubby, desk, or space (depending on age) for their belongings students' identities and cultures are present in the classroom students have room to move and run around
Play	There needs to be ample space for students — regardless of age — to play, get exercise, and explore	play spaces have a variety of options for children (climbing, running, organized games, etc.) play areas are accessible for children
Community connections	Learning spaces should have strong community connections	classrooms might have a class pet or a garden all classrooms have evidence of how we partner with the community the diversity of our community is reflected in all spaces we have whole-school spaces to come together as a community to share, learn, and celebrate

While we cannot control all aspects of our physical space, we appreciate the benefit of natural light, big windows, high ceilings, and large classrooms which allow for exploration. In the “Day in a Life” section, 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.

The New School of San Francisco Petition

Resource-rich Learning

Core academic subjects are the foundation of the student learning experience, but far from the complete picture at NSSF. Beginning in kindergarten, students are exposed to visual art, performing art, tinkering, music, and Spanish. To the extent possible, teachers work to weave these experiences into the inquiry arc so that students make connections between and within disciplines. These enrichments focus on teaching creativity, risk-taking, inquiry, curiosity, and agency, which are skills they are then applying to other content areas and/or their daily lives. The Spanish language program allows for language practice in both speaking and writing, as well as a focus on various Spanish-speaking cultures. Song and dance are woven into the learning, especially at the younger ages.

“Resource-rich” learning is also made possible through creative partnerships within our community and family involvement and participation. We welcome myriad subject-matter experts who present to our students and/or engage them in inquiries to deepen their understanding. To date, NSSF has hosted mechanical engineers, graffiti artists, city planners, environmental experts, authors, activists, midwives, firefighters, and meteorologists, just to name a few. In middle school, community experts will also play a role in student-led Expositions as students will present their findings to a panel for feedback.

The City as a Classroom

The learning environment at NSSF is not limited to the four walls of a classroom. Rather, learning occurs all across San Francisco so students understand the limitlessness of learning in everyday life. To date, students have taken trips to the farmers market, Otherlab!, Heron’s Head Park, 826 Valencia, Dandelion Chocolate, The California Academy of Sciences, Autodesk Gallery, IDEO, the local grocery store, SPCA, the library, Heath Ceramics, just to name a few. By taking advantage of the richness of our community, students grow to understand that learning happens in our everyday lives. They develop a sense of curiosity as well as hone their own interests.

INSTRUCTIONAL APPROACH

The educational program at NSSF uses instructional practices that have been proven to promote student learning. Teachers and administrators develop and implement curricula which addresses the needs of the whole child and emphasizes academic, personal, social, and emotional development. NSSF teachers are hired based on their love and respect for the whole child, commitment to social justice, love for learning and curiosity, ability to reflect, and instructional competencies. The foundational elements of our educational model include: 1) inquiry arcs to drive learning, 2) personalized learning, 3) social-emotional development, and 4) connectedness to our community and world.

Inquiry Arcs to Drive Learning

NSSF uses inquiry arcs, units of learning, to inspire curiosity, promote questioning, and unleash student agency and activism. 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.²⁶ The “Day in the Life” section 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.

²⁶ 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 uses 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, NSSF is guided by the Exploratorium's approach to inquiry²⁷ as follows:

- 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, with the support and coaching of an educator. It's rarely a linear progression, but 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 like 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/observations, and application of new conceptions to other contexts, which all serve to help learners construct improved mental frameworks of the world.

Inquiry arcs provide the foundation for rich learning experiences at NSSF. They last between six and eight weeks, and include three phases: **Exploration, Expression, and Exposition.**



Exploration

Exploration is the initial period of inquiry and investigation of concepts. Students wonder, notice, ask questions, make predictions, test hypotheses, and generally become immersed in the inquiry process.

Expression

As the inquiry progresses, students use a variety of resources to collect and record data, represent and explain results, and dig deeper to make meaning of the inquiry.

Exposition

This final stage of inquiry provides a showcase for learning. Students use a variety of mediums and materials to apply their newfound learning, skills, and strategies to share with a wider audience, solve a problem, or take action.

²⁷ source: <http://www.exploratorium.edu/ifi/about/philosophy.html>

There are numerous benefits associated with inquiry-based teaching and learning. We've chosen this approach for five primary reasons:

- 1) **Interdisciplinary teaching and learning:** Students are asked to think critically about the interconnectedness of different content areas, subjects, and topics. For example, in the weather inquiry mentioned previously, students explore how weather patterns impact communities differently and might even delve into issues of inequity as they understand how communities are prepared to respond to natural disasters. Numeracy is easily threaded into this exploration and literacy undergirds it as they read about different communities and types of weather. Students have expressed their knowledge through different mediums: making a public-service announcement by video, launching a fundraiser for a community hit by the recent California fires, or creating a machine that sucks up water after a storm. With the Common Core State Standards as a foundation for each unit, these types of projects help students make connections, understand themselves as learners, and see the application of newfound knowledge and skills in the world around them. In middle school, the inquiries continue to be interdisciplinary but lean either towards a STEM focus or Humanities focus. This allow for even greater depth of conceptual understanding and coverage of critical content skills. Students will have four inquiry arcs in middle school, as opposed the three in elementary school, and will alternate between the two domains.
- 2) **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, field trips, 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. While teachers largely curate the exploration stage in the elementary years, by middle school, students are able to develop a plan of action for how they will collect information during this phase of the inquiry.
- 3) **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.
- 4) **Relevancy:** Students learn best when they feel as if their learning matters.²⁸ NSSF uses inquiry arcs to ensure that students see and experience the relevancy of their learning. Students solve real problems (i.e. How might we support communities impacted the by the recent California fires?), generate authentic solutions, and work in partnership with the community they live and learn in. These experiences ensure that students do not perceive a disconnect between life and learning, but rather see them as intimately connected in school and in their everyday lives.
- 5) **Opportunities for authentic creation:** Arcs culminate with an Exposition that is an authentic demonstration of learning, and addresses how we use our knowledge to make our world better. Expositions take on countless forms. Some highlights have included: designing homes out of recycled materials, creating machines to support communities impacted by natural disasters, creating a campaign to reduce the use of pesticides in California, and creating a music video about how to include friends. Students take great pride in their projects and are able to articulate the importance and relevance of their contributions to the world.

²⁸ Farrington, Camille A. (2013). *Academic Mindsets as a Critical Component of Deeper Learning*. University of Chicago, Consortium on Chicago School Research.

Personalized Learning

Personalized Learning will be a key pillar of NSSF's philosophy, and it begins with knowing each individual child. Through small Pods and small class sizes, NSSF works deliberately to understand each student's strengths and areas for growth, as well as their interests, passions, and ambitions. From there, we work to create a learning environment where students' individual needs are met, and their collective potential is tapped. Rooted in the research of Carol Ann Tomlinson and David Sousa, **NSSF maintains five key principles of effective differentiation:**

- 1) Classrooms are respectful of each student. No matter what their ability level or diverse learning needs, 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 NSSF has an Individualized Learning Plan (ILP). This plan is developed by educators, family members, and students (beginning in upper elementary school) to best support the student's goals and growth. This plan tracks individual goals, achievements, progress, challenges, and interests. It is also where teachers document individual feedback and reflection to help students grow and learn over time. The ILP is also a place for students to document their personal growth and identify development over time, with clear connections to IEP goals and objectives for students receiving special education services. Families and teachers come together two to three times per year to review student progress and discuss strategies and supports to ensure adequate growth. A sample ILP can be found in Appendix B.

Successful implementation requires a lot from our teachers. First and foremost, teachers must have meaningful relationships with their students and families. Teachers also need a rich understanding of child development, an ability to analyze various forms of data, and possess a deep understanding of academic and social-emotional interventions (including technology software which addresses specific skill gaps). Finally, educators need to be entrepreneurial and able to leverage the resources around them to best meet the needs of their students. NSSF will prioritize teacher support for personalized learning through professional development and collaboration time.

Integrated Social-emotional Development

In attending to the whole child, NSSF incorporates social-emotional development into all aspects of teaching and learning. NSSF 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 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.²⁹

²⁹ 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.

At NSSF, 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 and group conversation, and in Pod Time; however, SEL is also a mindset that all staff will be committed to modeling in every interaction at NSSF: in the classroom, among staff, and in family and community relationships.

The Collaborative for Academic, Social, and Emotional Learning (“CASEL”) has created a framework that NSSF relies upon for 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 Competencies³⁰:

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.

Social-emotional Learning in Middle School

As children progress into middle school, social-emotional development remains critically important. Students will be encouraged throughout the day to consider how they and others are feeling through community, small group collaboration, and individual reflection.

- **As a Community:** When students transition to middle school, they need to continue to know they are valued members of the community and be given opportunities to have voice and agency. This will be found in circles, both school-wide and in Pod Time. These circles will become a place where students can practice stepping forward/stepping back, leading and following, and reflecting on issues in and out of the classroom. This will also be found in partnerships with outside

³⁰ CASEL. (2014). Social-emotional Learning Core Competencies. Retrieved from: <http://www.casel.org/social-and-emotional-learning/core-competencies>

organizations to better understand the needs of others and the roles they as middle school students can play in helping to meet those needs.

- **As a Group Member:** Middle-school students also will have leadership and voice in smaller groups that aren't led by an adult. This will happen in inquiry arc collaboration. Inquiry arc teachers will explicitly teach collaboration and problem-solving skills, then provide opportunities to put those skills to use. It is when problem solving with peers that students will grow in awareness of others and confidence in self.
- **As an Individual:** In addition to whole group and small group community and collaboration, all classes will build time for individual reflection. When students are working toward high grades given by their teachers, they are extrinsically motivated to do just enough, then stop. We encourage intrinsic motivation: the joy of learning. Students will be reflecting on their own goals, how to meet them, and assessing if the goals were met. This reflection allows students to consider who they are and who they want to become. Students will also have mindfulness breaks in the middle of the day to pause and turn inward. So much of the school day is spent thinking. Meditation is a chance to quiet the mind and just be. During this time, students might be asked to do a body scan, checking in to see how their body is feeling, or picture a place that makes them happy. This connection to self will help students then reconnect with peers and community. This compassion and empathy toward self will usher in deeper compassion and empathy toward others.

SEL will be foundational throughout the day. In addition, there will be focused times (within Pod Time) to specifically address the social-emotional needs of early adolescence. Middle-school students are often characterized as self-conscious. Our middle school Pod Times will be a place where students can ask the questions that are really on their mind, questions like:

- **Who am I?** Throughout the year, the advisor will repeatedly ask students to consider who they are. Here students will take many lenses of self like race, gender, interests, and aptitudes then consider their place in the world through that lens.
- **What is puberty?** The advisor will also gauge what students understand about puberty and what questions they have about their changing bodies. This could lead to break out groups on a variety of topics such as menstruation, spermarche, body shaming, and impulse control/the development of the frontal lobe. Advisors won't simply teach these concepts as a biology teacher might; there will be time for large and small group discussion, and individual meaning/making and reflection.

Connectedness to Our Community & 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 is not a "stand-alone" strategy. Rather, NSSF focuses continuously on cultivating responsible, civic-minded leaders through rigorous academic work and a well-rounded educational experience. The diversity of NSSF's students, families, and staff are an enormous asset in realizing this priority.

Inquiry arcs enable NSSF to infuse connectedness into the daily and weekly schedule. Arcs 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 represent the diversity of our student body. They come from different backgrounds, neighborhoods, and professional experiences. Perhaps more important for our students, they come from diverse racial, linguistic, and spiritual backgrounds as well. This is critical in helping our students imagine themselves as whatever they dream to be in the future.

The New School of San Francisco Petition
PROPOSED SCHEDULE & CALENDAR

School Year

The instructional day at NSSF is designed to reflect the school’s mission and values. Additionally, the academic calendar complies with the annual instructional minutes requirements set forth in Education Code Section 47612.5. The NSSF calendar includes 175 instructional days for students and approximately 20-25 professional development days for staff (this depends on tenure with NSSF, as new staff have more onboarding in August before school begins). Additional information about teacher workdays is outlined in the Professional Development section. Given the personalized and exploratory nature of our curriculum, as well as the coordination with our community partners, our daily and yearly schedule does not stay static. However, here you’ll find examples of two student schedules: one elementary and one middle school.

Elementary Student Schedule

All elementary grades (K-5) include the following structural elements: literacy (reading and writing), numeracy, social studies/science, exploratory arts, Spanish, PE, and Pod Time. Classroom teachers provide all instruction with the exception of Spanish, exploratory arts, and PE, which specialized instructors teach. Students move through this day largely with their classroom cohort of 23-25 students. However, to ensure flexibility and ability to personalized instruction for all learners, there is mixing within grades and sometimes between grades (most often for academically advanced and academically struggling students). As such, the following is truly a sample sketch of what a ‘week in the life’ might entail for a lower elementary student:

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:40-9:00a	Pod Time	Pod Time	Pod Time	Pod Time	All-school Meeting
9:00-10:15a	Literacy	Literacy	Literacy	Inquiry: field trip to local garden	Literacy
10:15-10:35a	Snack & Movement	Snack & Movement	Snack & Movement		Snack & Movement
10:35-11:30a	Numeracy	Numeracy	PE		Numeracy
11:30a-12:30p	Lunch & Recess	Lunch & Recess	Lunch & Recess	Lunch & Recess	Lunch & Recess
12:30-12:45p	Mindfulness or independent reading	Mindfulness or independent reading			
12:45-1:30p	Spanish	Exploratory Arts	Closing Pod (day ends at 1:10p)	Spanish	Exploratory Arts
1:30-2:15p	Science/ Social Studies	PE	Teacher PD	Numeracy: problem-solving	Science/ Social Studies
2:15-2:30p	Closing Pod	Closing Pod		Closing Pod	Closing Pod

Below is a sketch of what a ‘week in the life’ might entail for an upper elementary student:

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:40-9:00a	Pod Time	Pod Time	Pod Time	Pod Time	All-school Meeting
9:00-10:15a	Literacy	Literacy	Literacy	Inquiry: Exploring light and sound at the	Literacy
10:15-10:35a	Snack & Movement	Snack & Movement	Snack & Movement		Snack & Movement

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
10:35-11:30a	Numeracy	Numeracy	Numeracy: problem-solving day	Exploratorium	Numeracy
11:30a-12:30p	Lunch & Recess	Lunch & Recess	Lunch & Recess		Lunch & Recess
12:30-12:45p	Mindfulness or independent reading	Mindfulness or independent reading	Mindfulness or independent reading		Mindfulness or independent reading
12:45-1:30p	Spanish	Exploratory Arts	Closing Pod (day ends at 1:10p)		Exploratory Arts
1:30-2:15p	Science/ Social Studies	Science/ Social Studies	Teacher PD	Literacy reflecting through writing	Science/ Social Studies
2:15-3:00p	PE	Intervention block		Science/ Social Studies	PE
3:00-3:15p	Closing Pod	Closing Pod		Closing Pod	Closing Pod

Grade 6-8 Student Schedule

As children develop greater agency, the schedule becomes more flexible, enabling learning to be more personalized and for students to have longer stretches for deeper engagement. For example, some days will prioritize core content, and others will be dedicated for exploring their inquiry arc question in the community or expanded Pod time for deeper social-emotional learning and leadership work. Teachers will map out the upcoming six weeks of schedules during their curriculum planning and data analysis time, ensuring appropriate instructional minutes for all subject areas, aligning schedules to the learning targets and student needs. At this point, the schedules will be shared with students and families. Below is an illustration of what this might look like:

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:40-9:00a	Whole Middle-school Circle	Pod Time	Pod Time	Whole Middle-school Circle	Pod Time (extended)
9:00-10:15a	Inquiry Arc	Inquiry Arc	Inquiry Arc: Learning in the community	Personalized work block	Elective #1
10:15-10:35a				Language	
10:35-11:30a	PE	Language		Language	
11:30a-12:30p	Lunch & Clubs	Lunch & Clubs	Lunch & Clubs	Lunch & Clubs	Lunch & Clubs
12:30-12:45p	Mindfulness & Personalized work	Mindfulness & Personalized work	Mindfulness & Personalized work	Mindfulness & Personalized work	Mindfulness & Personalized work
12:45-2:15p	Literacy	Numeracy	Literacy	Numeracy	Early Release: Teacher PD + Planning
2:15-3:15p	Exploratory Arts	Personalized work block	Exploratory Arts	PE	
3:15-4:00p	Grow time	Grow time	Grow time	Grow time	

**Note that early release days are different for elementary and middle school students and teachers. As we did with the elementary school, we will partner closely with our families to ensure this does not burden our families and we remain open to it needing to change.*

The New School of San Francisco Petition

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 minutes set forth in Education Code Section 47612.5. Education Code Section 47612.5 currently requires the following minimum number of annual instructional minutes in charter schools:

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

As demonstrated below, the yearly and weekly calendars ensure sufficient instructional days and minutes:

	Start time	End time	Minutes per regular day	Early Release	Minutes per early release day	NSSF Minutes per year	State req. Minutes per year
kindergarten	8:40a	2:30p	320	1:10p	230	51770	36000
1 st & 2 nd grade	8:40a	3:00p	330	1:10p	220	52580	50400
3 rd grade	8:40a	3:15p	345	1:10p	220	54500	50400
4 th -8 th grade	8:40a	3:15p	345	1:10p	220	54500	54000

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, the Next Generation Science Standards, this History-Social Science Framework, the English Language Development Standards (“ELD”), and State Content Standards (collectively, “State Standards”) will be used as a foundation to guide instruction and academic performance goals, and NSSF will use 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 an inquiry arc in practice through the eyes of a student.

A Day in the Life of a Student at The New School of San Francisco

The following are examples of what a day at NSSF might look and feel like for an elementary student and a middle-school student. We anticipate that no two days will look exactly alike; this description is solely demonstrative.

K-5 Sample Student Day

<i>Pod Time</i>	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
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	goals they set for this inquiry arc. The theme of this Arc is “What is San Francisco?” 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.
<i>Literacy</i>	Mariela settles into Literacy, which is being held in the ‘Greater Room.’ 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.
<i>Snack & Movement</i>	Mariela and her classmates part ways with the kindergarteners, and make their way outside. Ms. Wong leads the students in about five minutes of “brain and body exercises,” which includes some kinesthetic movements and 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.
<i>Numeracy</i>	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.
<i>Lunch & Play</i>	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 pickup soccer.
<i>Mindfulness & Rest</i>	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.
<i>Inquiry Block</i>	One of the questions students raised early on in this inquiry arc was, “What causes earthquakes?” 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

	<p>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.</p>
<i>Spanish Language Study</i>	<p>Language study is Mariela's favorite time of day. Speaking in Spanish, Ms. 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, Ms. 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 and writes "La familia es triste" at the top of her journal page.</p>
<i>Closing Pod</i>	<p>Mariela ends her day by joining her classmates and teacher for closing Pod. They use the class talking piece to each take a turn sharing a moment in their day they felt proud. A classmate shares that they want to revisit a conflict that happened on the yard that day and the class community agrees they will come back to it in tomorrow's morning Pod. Mariela packed up her stuff and gives her teacher a hug goodbye.</p>

6-8 Sample Student Day

<i>Pod Time</i>	<p>Jaden arrives at school and heads straight to his Pod group, catching up with his friends before today's focus lesson kicks off. This is one of Jaden's favorite times of the day because he not only has a chance to get to know himself better and build some skills he uses in and outside of school, but he also has the opportunity to build deep relationships with his peers in this close-knit space. After a quick whip-around to hear how folks are doing today ("If you were a type of weather today, what would you be?"), they revisit their focus for the month: peer coaching. Last Friday, during their extended Pod time, they learned new listening and questioning techniques they could use when supporting a peer to solve a problem. Today, Jaden partners up with Anna, playing the role of coach. After listening to her explain a challenge she's been having with her older sister, he tries on some of the probing questions they learned to help him see it from a new angle. After ten minutes, they pause, debrief as a class, and consider when they might try to bring this practice into the rest of their day.</p>
<i>Inquiry Arc</i>	<p>Jaden transitions to his inquiry class. For this unit, his class has been focused on Border Walls, a topic that has been in the news a lot recently. Jaden was particularly interested in exploring the impact of government policies on both sides of the wall, and what that meant for families who were split across both. In the past few weeks, he and his group have been researching some primary sources about the policies, as well as following news coverage. Today he's working to prepare an interview guide for tomorrow's call his group has with a college student whose family was deported (one of his classmates put them in touch). Different members of the class have focused on different questions and issues related to the Border Wall, but all are preparing to do an interview with a primary source this week, so the class starts with a mini lesson on strong interviewing</p>

	practices and listening to some examples from podcasts. Then it's off to craft the guide and ultimately get some feedback and practice with another group before they are ready to go tomorrow.
<i>Physical Education</i>	In PE, Jaden and his fellow students have been playing soccer for the month. Today starts with a quick jog and a few drills, but most of the time will be a scrimmage. In addition to focusing on their passing techniques, they are also working on listening to their teammates to better coordinate. Mr. S — the PE teacher — reminds the class about the listening practices they have been focusing on in Pod time and encourages them to use some of the same attentiveness as they're playing today.
<i>Lunch & Clubs</i>	Jaden grabs his lunch and heads to Ms. H's classroom. Usually he spends his lunch eating with friends and playing some basketball outside, but today is a meeting of the Debate Club. Earlier this year, one his friends went with his family to see a political debate, and got really excited to start a club back at school. After getting Ms. H to agree to host the club once a week, they got started. About ten students join every week and today they're focused on building the key arguments for both sides of an issue: whether there should or should not be drilling in the Arctic.
<i>Mindfulness</i>	After lunch, Jaden heads over to Mr. B's class, where he'll have literacy shortly. But before that, the class takes some time to reset and practice mindfulness. Given how much practice they have had over the years, this time is really run by students. Today, it's Daisy's turn to facilitate the mindfulness exercise. They turn down the lights and students close their eyes. Daisy narrates a short meditation, after which students are able to elevate any topics or challenges that came up before diving back into their next class.
<i>Literacy</i>	Today is a Literacy day, which means Jaden starts off by meeting with his reading group. He and five other students have been reading <i>Ready Player One</i> as part of the classes focus on utopias/dystopias. Today, the small group is reading part of a chapter, looking for examples of expressive language and having a discussion of how those language choices help the author connote whether this world is a utopia or dystopia. Today, Ms. P, the literacy specialist, is helping to facilitate the conversation while Mr. B is with another group. After reading groups, the class comes together to do a quick share out of what they were working on in each group, before taking a quick brain break (a chance to grab water and do a quick movement exercise). Once refreshed, the class dives into a writing mini-lesson. Jaden feels lucky, because the writing skill they're practicing is the same one he was just thinking about in his reading group: using expressive language. Mr. B starts by reading an example of expressive language from a book he's personally been reading, then unpacks a couple of examples from recent student writing. As a class, they discuss what's strong about the sentences and how they could improve them. Then Mr. B charges the class with adding at least three examples of expressive language to the dystopian stories they're working on.
<i>Exploratory Arts</i>	Today is one of the days that Jaden has art. His art teacher has been collaborating with his Inquiry teacher and exploring the connections between art, walls, and activism. Last week, the class visited three murals around the school and discussed what messages they were trying to communicate. Today, Jaden is brainstorming a couple messages he would want to communicate in a mural and doing four quick sketches for each. The class ends with some sharing and critiquing of the early drafts.
<i>Grow Time</i>	Jaden heads back to the class where he had Morning Pod, this time for his Grow Time

	<p>session, the culmination of each day. This is a space for students to get extra help or pursue their own learning goals. The time starts off by revisiting their Individualized Learning Plan and specifically the goals they set on Monday for Goal time. Today Jaden is focused on revisiting averages, as he keeps getting confused about mean, median, and mode. He debates signing up for a time to check in with his math teacher, but decides he wants to try to figure it out himself first, and logs in to Khan Academy to watch the video explaining the concept and practice a couple problems. Before dismissal, the class stops to share out progress on their goals and appreciations. Jaden chooses to share that he's feeling proud that he tried a different method of learning the skill beyond just asking a teacher (something his Grow Time coach has been encouraging him to do).</p>
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Instructional Planning

Instructional planning will be organized into three steps: long-term planning, unit planning, and 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 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 and 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 provides each student with a rigorous inquiry-based education. Long-term plans outline the high-level Arcs that drive students to ask insightful questions and achieve their individual learning goals over the course of a given year. Each grade level maps the State Standards onto a school-year calendar, alongside key opportunities for students to pursue their own interests and passions. The curriculum content is divided into trimesters for pacing purposes. A sample 5th-grade scope and sequence can be found in Appendix B.

Unit Planning

The New School of San Francisco's curriculum is presented in thematic units called inquiry arcs. Using a thematic approach helps students 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.³¹

NSSF teachers meet collaboratively to plan inquiry arcs before each Arc begins. They 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,

³¹ Caine, G. & Caine, R. (1994). *Making Connections: Teaching and the Human Brain*. Boston, MA: Addison-Wesley Publishing.

teachers support students in designing a culminating “exposition” where students demonstrate their learning in an authentic way. The inquiry-based approach at NSSF 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, designed to expose students to new content and ideas. Teachers also know each student’s individual goals, as outlined in their Individual Learning Plan, which allows them to plan for specific students and their needs. Students play an active role in constructing their own learning experience throughout each inquiry arc, 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

NSSF’s teachers craft weekly lesson plans based on the learning activities and goals of each inquiry arc. Teachers adapt and schedule activities as needed to meet the needs of their own students. They also plan ways to differentiate activities based on previous assessments, ongoing observations, and the learning styles of individual students. Lesson plans are flexible so teachers can adjust pacing as needed. Teachers do frequent checks for understanding to ensure appropriate adjustments.

English Language Arts

Strong literacy skills are essential for student success in school, but more importantly, they are critical for lifelong learning. At The New School of San Francisco, we provide every student with a comprehensive English Language Arts curriculum that incorporates crucial skill-building, regular practice in reading, writing, listening, and speaking, and opportunities for creative expression. NSSF emphasizes literacy for authentic purposes, both academic and personal. One unique purpose of literacy emphasized at NSSF includes identity development. Students 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.³² With that in mind, NSSF employs a balanced literacy approach that encourages students to not only learn to read, but read to learn. Using the State Standards as a guide, we integrate the standards across multiple subjects, thus providing literacy throughout the school day. Instruction includes intentional development of fluency, comprehension strategies, and analytic skills, all of which contribute to robust literacy skills for all children. Additionally, students are exposed to a variety of genres and increasingly complex texts over the course of their academic trajectories. NSSF uses multiple diagnostic measures, both anecdotal and formal data, to understand each student’s strengths and areas for growth. This data enables teachers to personalize learning for each student. Most importantly, the literacy program is designed to instill a love of reading in students.

Reading instruction uses the following key components:

Independent Reading: Students engage in independent reading regularly during Reader’s Workshop, alongside other components of the day. This helps students build the habit of reading in their daily lives, and supports their work toward becoming proficient, confident readers. Each student reads 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: NSSF empowers students to drive their own learning through reading. Reader’s Workshop allows students to select their own books and progress at their own pace. The format of Reader’s Workshop may vary, but generally incorporates a mini-lesson, peer sharing and feedback, teacher-student conferences, and ongoing reflection.

³² Allington, R., & Cunningham, P. (2002). *Schools that Work: Where All Children Read and Write*. Boston: Allyn and Bacon.

Personalized Goals: At NSSF, we know that each student progresses at his or her own pace. Therefore, each student sets individualized skill and habit goals for reading and writing. Students who are behind are given an “on-track goal” that is built across multiple grade levels. These yearly accelerated goals cumulatively put the student on grade level by the end of 5th grade.

Ongoing Assessment: Assessment is an important part of the reading program, as it informs students of their progress and helps teachers meet student needs effectively. At the beginning of the year, and the end of each trimester, teachers will assess student reading levels. Additionally, teachers 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 is not only addressed in the literacy block of students’ schedules. Rather, reading, writing, speaking, and listening is a part of every core academic subject and elective. Students practice academic reading and writing in all subjects, and will reflect in writing and through conversation with others about their work.

Book Study: Throughout each year, students have the opportunity to explore a variety of engaging texts. Not only do they study the conventions of different literature and genres, but they 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, when *learning to read* then becomes *reading to learn*.

Book Selecting: Students have access to “just for fun” and “just right” books in their classroom libraries; students “shop” for books that are of interest and/or at their independent level to maintain their love for reading, while also flexing their reading muscles independently. Students are taught how to assess books in order to identify if they are at their current instructional level or qualify as a “just for fun” book. This way they can maintain their appreciation for the joy of reading while also explicitly recognizing the skills they must practice to become stronger readers.

Book Clubs: In upper elementary and extending into middle school, students have the opportunity to start and/or join book clubs. This is a component of independent reading time in which students read a novel together and build skill to examine themes and questions collaboratively.

Equity & Individualized Learning: Teachers differentiate instruction for literacy in many ways. For example, in reading, students are taught lessons as a whole group to get daily grade-level instruction. Teachers use Lucy Calkins *Reader’s Workshop* curriculum as a guide and a tool to support their teaching daily, but modify their planning based on their students’ needs. After whole group instruction, students are pulled into both “mixed-reading level” and “same-reading level” small groups. In the same-level reading groups, students are given instruction at their level which includes phonics, high-frequency words, conferring as they read, comprehension, and writing about reading. We use a “leveled literacy intervention” program and an online resource to help plan these lessons based on students’ needs found in their running records, exit slips, and daily observations. In mixed-level groups, students work on skills they may all need support on regardless of their level of proficiency. Teachers focus on equity in groupings (those who are farthest below grade level have the most small-group and one-on-one instruction). Additionally, teachers use a *Universal Design for Learning* (see Appendix C) approach to engage *all* learners which puts an emphasis on challenging and engaging all learners, regardless of their need for scaffold, support, or extension.

Word Work: In the early grades, students practice phonemic awareness, phonics skills, and vocabulary. They use word work lessons to engage in these concepts through multiple modalities.

Writing instruction at NSSF focuses on the writing process, both for communicating academic content and learning, as well as for personal expression and reflection. Students have opportunities to write across genres through inquiry arcs broadly, and in Writer’s Workshop. Teachers guide students through the writing process of rehearsing, drafting, revising, editing, and publishing. State Standards provide guidance for writing in all grade-levels. In using Lucy Calkin’s Writing Units of Study, we blend explicit instruction with ample opportunity to practice. Students learn to write texts that they see in the world: nonfiction books, persuasive letters, stories, reviews, and poems. NSSF’s teachers emphasize investment in writing by promoting topics of choice. Instruction includes spelling and conventions, as well as the qualities and strategies of strong writing. These conventions include spelling, punctuation, capitalization, and grammar. The Writer’s Workshop model can be integrated throughout the writing process and integrated into thematic units like the inquiry arcs, allowing students to review and improve their own writing through frequent conferences (because they need to hear the ways in which their writing can get better for agency of learning).

Writing instruction at NSSF uses a variety of structures and groupings, including direct instruction and mini lessons, partner work and small groupings, shared writing experiences, and individual teacher-student conferences. These different structures serve students who learn in a variety of different ways and allows all students to lean on their strengths while practicing areas for growth. Writing not only focuses on skills development and the technical aspects of writing, but is also a vehicle for student voice and expression. Students are encouraged to write about their own interests, be creative, and imagine new things through writing.

In middle school, students move from a more general inquiry which spans all content to Humanities and STEM inquiries. Their Humanities inquiry is an opportunity to delve into historical and/or current issues, and make meaning of implications for the future. Their investigations rely heavily on research skills and provide additional skill building as it relates to comprehension, re-tell, persuasive writing, and making connections across texts and themes.

Numeracy

Mathematics and quantitative reasoning skills are central at The New School of San Francisco. At all grade levels, students participate in engaging, inquiry-based, hands-on math activities that require critical thinking, problem-solving, and conceptual understanding. NSSF holds high expectations for all students in math development, and provides ample support for students to reach these expectations. CCSS provides a foundation for work in math.

A cohesive math curriculum incorporates math fluency and accuracy, as well as conceptual understanding of important mathematical ideas and reasoning to answer the “why” and “how.” It provides frequent opportunities for the use of academic language. Hands-on activities in the classroom helps students appreciate the connections between math concepts and the world around them and provides them with opportunities to practice “math talk” in authentic settings. Similarly, math is applied in various ways through inquiry arcs. In these Arcs, students explore complex problems that require the use of quantitative reasoning and collaborative problem-solving skills. They postulate multiple potential solutions and justify their posits. These concepts are used to solve real-world problems.

As is true across the curriculum, differentiation is used by teachers to account for the variety of mathematical experiences and skills in a typical classroom. Students regularly identify strengths and areas for growth in their Individualized Learning Plan, and teachers provide opportunities for flexible pacing and grouping in order to meet diverse student needs. Pre- and post-assessment, as well as ongoing assessment, are crucial in making sure that every student is suitably challenged and receives the support he or she needs. All students’ needs are met in a variety of ways. For example, teachers implement both homogeneous and heterogeneous ability groupings across the math workshop. Further, teachers ground their practice in data-driven instruction, responding to weekly checks for understanding. This can take the form of corrective instruction targeted to gaps in comprehension. It could also look like an extension through strategy groups. In developing curriculum, teachers 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, NSSF uses Context for Learning Mathematics by Catherine Fosnot, as well as Singapore Math. Fosnot focuses on reasoning and proving a solution to real-world problems. The curriculum is structured as

word problems that provide students with different tools to help them understand the methodology for finding the correct solution while demonstrating the process. Singapore Math provides students with the necessary learning experiences beginning with the concrete and pictorial stages, followed by the abstract stage to enable them to learn absorb core mathematical concepts. This approach encourages an active thinking process, communication of mathematical ideas, and problem-solving, which helps develop the foundation students need for more advanced mathematics. In the upper elementary and middle-school grades, curriculum draws on Engage NY's open-source math program, which is aligned to common core and adopted by schools nationally. The program provides a sequence of learning objectives and suggested activities which teachers then adapt to fit the needs of their students. Mathematical language is used throughout all math workshops in order for students to build a context of how numeracy vocabulary is woven into everyday life.

In alignment with NSSF's philosophy of collaborative learning, numeracy classrooms have mixed-skill levels and are not tracked by ability. As discussed above, teachers leverage small groups and co-teaching to provide targeted instruction for students working on similar concepts. While the classroom is exploring similar standards, one group might necessitate more scaffolding, while more advanced mathematicians have extensions and opportunities within the framework to be challenged.

Science

The science program at The New School of San Francisco emphasizes inquiry, curiosity, collaboration, and scientific literacy. Throughout their years at NSSF, students engage deeply in scientific practices, providing a path to comprehension of the core concepts in different areas of scientific study. Additionally, students become familiar with crosscutting concepts, and the critical thinking skills necessary to gain their own knowledge.

The program is guided by *A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas*, developed by the National Research Council of the National Academies (NRC). The Framework was the initial step in a process that led to the Next Generation Science Standards³³, now adopted by California. Implementation of these Standards is an essential part of any science program in the coming years.

To solve the complex problems of the 21st century, our students will need a high level of scientific literacy—not only for those headed to STEM careers. NSSF 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

Throughout the science curriculum:

- Students experience the value of asking questions and defining problems as an important step towards comprehension of science ideas.
- Students learn to use, develop, and analyze models as tools to better understand the natural world.
- Students practice increasingly complex skills in planning and carrying out investigations, providing scaffolding towards proficiency over the years at NSSF. These skills are critical tools toward developing one's own ability to gain knowledge.

³³ The NSTA position paper on the Next Generation Science Standards can be found at <http://www.nsta.org/about/positions/ngss.aspx>

³⁴ National Research Council. *A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas*. Washington, DC: The National Academies Press, 2012

- Analyzing and interpreting data and using mathematical and computational thinking are important skills emphasized in the science curriculum, tying into the math program at NSSF.
- Through analysis of data and experimental observations, students 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 are guided by the Framework and the NGSS. Students 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.

Thematic units integrate a number of science resources that emphasize inquiry. We draw on units of study and materials from programs such as Delta Education's Full Options Science System ("FOSS"). FOSS is an inquiry-based curriculum program aligned to the State Standards, and presents science concepts and processes through a series of hands-on investigations. Writing and collaborative group work is also emphasized.³⁵

In Practice: Sample experience of a 1st-grade student applying science practices

In their interdisciplinary unit on Instruments Around the World, 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 identify the source of 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 (volume and frequency). 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 new hypothesis they wanted to test 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.

In addition to hands-on investigations, students gain knowledge through use of simulations, use of diagrams and flowcharts, analysis of data from nature, or researching lab experiments that cannot be performed in a safe learning environment. This is important when addressing NGSS content that cannot be accessed through hands-on investigation.

Students are 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 is the application of knowledge in new and unfamiliar situations, indicating comprehension of core ideas at a level deeper than merely memorizing facts. This supplements

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.

and strengthens assessment of comprehension of science ideas. Formative assessments 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 Standards

Throughout a student's academic progression at NSSF, collaborating, communicating, and reflecting are central concepts regardless of grade level. In kindergarten, students focus on their observation skills while progressing through the following standards as students grow: questioning, predicting, researching, and creating. As leaders in science education work through the process from adoption to implementation of these standards, NSSF faculty and administration participates in the national conversation about developing exemplary curricula that meet the goals of the NGSS.

Additionally, our partnership with the Exploratorium brings to bear a number of resources³⁶ to assist in design and facilitation of our science program:

- The Institute for Inquiry lends support in designing thematic units of study, working directly with our teachers to facilitate the content and reflect on execution, enabling teachers to grow and improve in their practice.
- The Tinkering Studio helps us take the thematic units and apply the learning to real-life problems, challenging our children to design and build actual solutions.
- The online resources, including the research links and science 'Snacks' provide our teachers and staff with a wide-range of materials allowing them to access starters for engaging students in asking questions, proposing explanations, and planning investigations about big ideas in science.

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. We will continue to collaborate and assess how our curriculum is preparing children to use inquiry to become stronger critical thinkers and problem solvers.

Social Studies

The Social Studies curriculum builds students' understanding of themselves and the world around them. Using investigation, thematic units, and essential questions, the curriculum naturally builds on students' prior knowledge and experience, and honors and celebrates their diverse backgrounds and cultures.

The State Standards provide the foundation for students' learning, and they are supplemented as necessary to ensure that history and social sciences are reflective of students' cultures and identities. The curriculum includes four main social-science disciplines: History, Geography, Civics, and Economics. Students learn to distinguish fact from opinion, connect cause and effect, and examine history through a variety of lenses and perspectives. A key objective of our social-studies curriculum is to equip our students to participate and make informed decisions about their ever-changing world, including making connections to the past.

Social Studies is presented in three interconnected formats:

³⁶ Resources can be found at <http://www.exploratorium.edu/education>

- 1) Incorporating social studies content within the reading program through informational texts
- 2) Incorporating social studies content into the writing program through personal and informational writing and research
- 3) Presenting social studies content through integrated inquiry arcs

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 NSSF is for students to develop lifelong habits around fitness and wellness, while maintaining a positive image of oneself. Students are exposed to a variety of physical movement activities that suit diverse learning styles and skills based on the California Physical Education Standards. PE develops physical competence through an acquired understanding of movement and safety. Students will engage in a wide range of activities associated with the development of an active and healthy lifestyle. While helping to build confidence, PE also strengthens collaboration skills, communication, creativity, and critical thinking. This time is used to develop students’ awareness of their bodies and how physical fitness and exercise can contribute to their overall happiness and wellness. For example, students will learn how physical activity can relieve stress and help with focus. Our PE program promotes an active lifestyle, improved health, motor-skill development, and better cognitive performance.

Our staff engages in Playworks professional development. This curriculum promotes conflict resolution by encouraging students to independently solve disagreements and differences. In addition, our children also have a valuable opportunity to develop a sense of fairness, confidence, and communication through their acquired leadership skills. In kindergarten, PE will take place daily during “movement” in addition to play time that is both structured and unstructured. For grades 1-5, our students engage in 200 minutes of physical education every 10 school days, in addition to recess.

Exploratory Arts

Exploratory Arts at NSSF involves visual arts, music, and tinkering. These activities provide concrete time for students to engage in creative expression. They explore multi-sensory, multi-modality ways of accessing and interacting with content and learning, giving them the outlet and tools to become well-rounded, creative thinkers. Students are encouraged to use 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. Students are enabled to use their creativity and self-expression as a tool to enrich their academic learning across all content areas.

Lessons and topics of study in Exploratory Arts align to inquiry arcs so that students see the interdisciplinary connections between their core subjects and the arts in everyday life. Finally, excursions are a regular part of learning at NSSF, and these out-of-classroom learning experiences give students access to the vibrant, artistic culture in and around San Francisco.

By sixth grade, students have been exposed to many forms of creative arts and have more choice in their schedule of which type of art to pursue more deeply through electives and clubs. We anticipate that these specialist teachers will be part-time and offer a course for a particular arc.

Technology

Technology skills and digital literacy are integral to any student’s education in the 21st century. We use technology to enable innovative learning that is creative, collaborative, personalized, and meaningful. Using technology allows students to deepen and demonstrate understanding by building their 21st-century skills. Through technology integration and fluency, all students have access to the vast amount of knowledge and opportunity offered by our modern world, regardless of their background. Teachers play an active role in planning how technology enhances instruction and collaboration and can be used to deepen their own development. Parents/guardians have access to technology tools to bridge home-school connections and further extend learning beyond the school day.

Technology integration can be defined as using technology strategically to deepen content learning, develop student agency, and promote 21st-century skills: critical thinking, creativity, collaboration, communication, citizenship.³⁷ Our technology integration philosophy seeks to develop students who are prepared to enter high school with a full range of 21st-century skills. Through thoughtful vertical alignment and implementation of the International Society for Technology in Education (“ISTE”) Standards, our curriculum fully equips all of our digital learners. These students will be:

- **Empowered Learners:** leveraging technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
- **Digital Citizens:** recognizing the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, acting and modeling in ways that are safe, legal, and ethical.
- **Knowledge Constructors:** critically curating a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.
- **Innovative Designers:** using a variety of technologies within a design process to identify and solve problems by creating new, useful, or imaginative solutions.
- **Computational Thinkers:** developing and employing strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
- **Creative Communicators:** communicating clearly and expressing themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals.
- **Global Collaborators:** using digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.³⁸

The classroom experience is central for our students’ success. Technology is strategically used to support inquiry by deepening learning that is personalized and blended. The goal is to enhance the learning environment beyond the walls of the classroom so that students make real-world connections and collaborate to create authentic digital content that demonstrates understanding.

Our goal is that students experience all three stages of technology integration:

- Initiating: Creating a Google Doc instead of handwriting a narrative
- Integrating: Teachers/students dialogue using real-time comments features on a math problem
- Innovating: Students create and share multi-media projects as part of their final inquiry Expo

Other goals include:

- Researching and evaluating online sources to complete a project
- Collaborating with others locally and globally
- Recognizing their rights and responsibilities and how to be safe using various tech tools

The New School of San Francisco seeks to develop students who understand and exercise good judgment as they navigate the vast world of digital content. This is deeply connected to NSSF’s focus on social-emotional skills, as students must learn how and why the Internet can support their personal and academic growth when accessed with appropriate care and awareness of the risks. To accomplish the objectives above, NSSF provides children with a

³⁷ SFUSD Educational Technology department, 2016.

³⁸ 2017 International Society for Technology in Education

range of technology, including computers, internet connectivity, tablets, and software (including adaptive, media-creation, word-processing, presentation, spreadsheet, and collaboration products).

Health & Wellness

Health and wellness are core components in building safe and supportive learning environments. Students must be in tune with their bodies and understand what their bodies and minds need to function at our best. As such, conversations about our brains and bodies are commonplace at NSSF, as we believe taking care of ourselves is as important as taking care of others and our community. The Health Education Content Standards guide our framework in ensuring a developmentally appropriate sequence of topics from kindergarten through eighth grade. Where possible, these standards are integrated into our inquiry arcs such that students build connections and see the relevance and importance of topics like health, wellness and sustainability.

In upper elementary and into middle school, the topics become more nuanced and focused around changing bodies, sexual orientation, and reproduction. We have started a partnership with *More than Sex-Ed*, a non-profit with the mission of nourishing healthy sexual development through honest conversation. We share the organization's core beliefs, which guide the conversations with youth:

- We believe kids can learn to be responsible for their own sexuality without shame.
- We believe knowledge is power and kids have the right to have their questions answered.
- We believe sexuality is a fulfilling and positive aspect of being alive.
- We believe sexual relationships should be caring and honest, and never exploitative or coercive.
- We believe all people regardless of their backgrounds, abilities, biological sex, gender identity, or sexual orientation should have equal rights and deserve equal respect.
- We believe sexual relationships should be appropriate to the developmental level and maturity of the individuals.
- We believe it is healthiest for young teens to postpone sexual intercourse.

The main curricula *More than Sex-Ed* uses are from the series "Our Whole Lives, Sexuality Education" ("OWL") based on national Guidelines for Comprehensive Sexuality Education set by the Sexuality Information and Education Council of the United States ("SIECUS"), that have been taught to great acclaim all over the country since the year 2000. Although OWL is jointly published by the Unitarian Universalist Association and the United Church of Christ, it is important to know that this curricula is entirely secular, and contains no religious dogma, making it entirely appropriate for use in any school or community setting.

PROFESSIONAL DEVELOPMENT

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

- 1) **Instruction:** Inquiry-based teaching, Universal Design for Learning, inclusion, differentiation, documentation, assessment, and data-driven instruction
- 2) **Equity:** Leading conversations about diversity and equity and training to service students with special learning needs, including, but not limited to: restorative practices, response to intervention,

The New School of San Francisco Petition

Model and Specially Designed Academic Instruction in English (“SDAIE”)³⁹

- 3) **Culture:** Establishing safe and supportive learning environments, building student agency, building partnership with families, integrating social-emotional learning and community-building throughout the day

Time

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

Daily & Weekly: Teachers have daily and weekly planning time built into their schedules when students participate in Exploratory Arts, Spanish, PE, and when they eat lunch. These times together add up to approximately two hours per day that teachers have for planning and collaboration. Additionally, one day per week is an early release in which students are dismissed by 1:10p, and we have all-staff professional development.

Monthly: One day per month is devoted to professional learning for the entire staff. Families can elect to send their child to our after-school program which operates camps on these days to ease the burden for families, but these are non-instructional days for students. Content varies on these monthly Professional Development days pending our data, student need, and time of year. In short, just like we do with children, the scope and sequence is emergent. However, each day always includes a grade-level planning block to reflect on student data and iterate upcoming plans to meet the needs of students.

Summer: NSSF values school culture and climate enormously, and summer professional development time allows school faculty to begin building that culture before students arrive. Teachers return three weeks prior to the date school starts 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.

End of Year: Teachers work for an additional week at the end of the school year to reflect on data, codify curriculum from that year and begin planning for the upcoming year. We have found this to be an incredibly important practice of documenting our learnings as educators while they are fresh.

Ongoing: All teachers have access to professional development funds to further their goals, build knowledge in new areas, and remain inspired in the field. Examples of workshops and/or trainings our teachers have attended include: Kimochi Social-Emotional training, The Deeper Learning Conference, The Progressive Educator Network conference, Singapore Math Training, Columbia’s Teacher College, Non-violent Crisis Intervention, Responsive Classroom Training, and many more.

Support

Teachers at The New School of San Francisco 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 is an essential feature of the learning community at NSSF. Teachers collaborate regularly with their co-teachers and grade-level teams. This can take the form of planning, brainstorming, engaging in a consultancy, reviewing student work, seeking feedback and/or engaging in shared professional learning (like reading and reflecting on a book or article together).

³⁹ More information on SFUSD’s Restorative Practices can be found at <http://www.healthiersf.org/RestorativePractices/WhatsRP/index.php>
Information on Response to Intervention can be found at <http://www.rtinetnetwork.org/learn/what/whatsrti>

Instructional Coaches: Every teacher at NSSF has an instructional coach who supports them in developing their goals, creating strategies for growth, monitoring student progress, and developing rigorous lesson plans. Coaches observe instruction regularly and follow-up observations with a co-investigation of student learning.

Curriculum Committees: Every teacher is part of a curriculum committee and has the opportunity to move from one community to another each year to expand their toolkit. Committees are responsible for evaluating and strengthening our curriculum for each subject area to ensure both vertical and horizontal alignment. Experts outside the school are often brought in to work with our Committees and provide feedback on our approach. For example, a Stanford professor is currently working with our SEL committee to look at how we monitor growth.

Director of Curriculum & Instruction: The Director of Curriculum and Instruction (“DCI”) is the head of adult learning at NSSF. In this role, the DCI oversees curriculum development, collaboration and coaching structures, and professional development. The DCI spends time in classrooms, is grounded in student data, and works closely with the instructional coaches to ensure professional learning is responsive to student and teacher needs.

The Exploratorium: As a key partner, the Exploratorium is an important resource for teacher development. Teachers spend 3-5 days per year at the Institute for Inquiry designing curricula, planning for diverse learners to be able to access inquiry, and reflecting on success of various inquiry arcs. Additionally, the partnership supports educators in measuring growth for deeper learning skills like questioning, collaborating, and forming solutions.

Other resources: In addition to the resources within our own community, NSSF draws upon and develops partnerships across the city and broader Bay Area to ensure that teachers and Heads of School are consistently learning from others’ good work. Teachers are encouraged to get out of the building and observe other schools and educators with similar philosophies and design elements.

Structures

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

Individual Growth Plans: Just as students’ learning is differentiated, teacher’s development is individualized as well. Each teacher develops an Individual Growth Plan to capture strengths, areas for growth, and learning goals. At least two of the three goals draw from the California Standards for the Teaching Profession (“CSTP”), and one goal is typically around school-wide contributions and leadership. These plans guide the arc of coaching for the year and help monitor progress for the educator. Mid- and end-of-year reviews are anchored in these goals.

Collaborative Planning Time: Teachers have common planning time. 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.

Coaching: Coaching is not just limited to the work of the instructional coaches. Lead Teachers serve as coaches to Resident Teachers and peer coaching is also an important practice. A simple form of coaching is reciprocal observations where two teachers both observe one another, share reflections, and investigate the lessons collaboratively.

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 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.⁴⁰

Inquiry Cycles: NSSF uses inquiry in professional development much as it does for teaching and learning with students. Each year, our staff engages in an inquiry based upon a student or school-wide need. For example, this year's staff inquiry is how our own interrogation of our identities can create a more inclusive school environment.

Reviews: The instructional coach engages in two formal reviews for each teacher annually. The purpose of the reviews is to track progress and growth, incorporate objective feedback into goal-setting, and to provide fodder for conversations with peer coaches and other colleagues.

Unique Middle School Features

Many of the world's top public-education systems like Japan and Finland have something in common: teacher collaboration. In Japan, there is *jogyokenkyu*⁴¹ or lesson study, where teachers write lesson plans together, giving each other feedback. This is often cited by Japanese teachers as "the most important experience in my professional life." In Finland⁴², teachers have the "freedom to innovate" as they work together experimenting on how to best reach all students. Meanwhile in *The Washington Post*, a 2013 article questions "Why Teachers Feel So Alone."⁴³ For our middle-school teachers, the experience will be one of collaboration, rigor, and fun.

We aspire to be a place where teachers can grow and thrive for the long haul through:

Ample planning time: To generate engaging, student-directed, and personalized content, teachers need ample time to look at data, collaborate with peers, and plan. We look for ways to schedule the day that create substantial opportunities for this.

Collaboration: Teachers have time to work with each other, both in prep but also in the execution of learning with students.

Specialization: We consider ways for teachers to zero-in on areas of expertise, where relevant (i.e. literacy specialists or STEM-focused teachers).

Constant growth opportunities: We have a blend of strong learning opportunities (PD, collaboration time, and regular opportunities) to get feedback on their practice.

Personalization: Just as all students are not the same, we expect our teachers to need different supports, schedules, and growth opportunities, and work to be flexible whenever possible to support those.

⁴⁰ City, Elizabeth. Et al. (2009). *Instructional Rounds in Education*. Cambridge, MA: Harvard Education Press.

⁴¹ source: <https://www.tc.columbia.edu/articles/2000/october/japanese-and-american-schools-learn-through-jogyokenkyu/>

⁴² source: <https://hechingerreport.org/how-finland-broke-every-rule-and-created-a-top-school-system/>

⁴³ source: https://www.washingtonpost.com/news/answer-sheet/wp/2013/08/19/why-teachers-need-free-coffee-at-school/?noredirect=on&utm_term=.b7b1474eb4d7

The New School of San Francisco Petition

NSSF middle-school teachers will be team players in teaching partnership: pairing a Humanities inquiry arc teacher with a literacy specialist and a STEM inquiry arc teacher with a numeracy specialist. Each pair meets daily to plan and discuss lessons and students. They also teach together. When the Arc teacher is teaching, the other teacher is an assistant, working with groups or individuals who need extra assistance. In the afternoon, the schedule is reversed. In addition to this important partnership, there is weekly professional development for all middle-school teachers, where teachers can plan advisory time, electives, whole middle-school circle, and other activities outside of the classroom. It is also a time of deep reflection where the educator community thinks through bigger issues such as privilege and equity.

Opportunities for Growth & 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, NSSF seeks to retain highly-effective teachers and encourage them to advance their careers formally without leaving the classroom.

Through the annual evaluation process, teachers are eligible for career advancement throughout their career at NSSF. New teachers who come in with 0-2 years of teaching experience will be “Resident Teachers.” Resident Teachers support classrooms in curricular planning, instruction, assessment, and culture building, 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 NSSF 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’ve 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 broader community. Mentorship Master Teachers take on additional coaching responsibilities and help shape peer-to-peer learning experiences at NSSF. 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 NSSF develop and retain high-impact teachers.

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 NSSF. Various opportunities ensure that teachers with different strengths, areas for growth, goals, and learning modalities can engage in rigorous learning with their colleagues. We believe 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 Education Code Section 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 Section 52052, aligned with each of the eight (8) state priorities identified

in California Education Code Section 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. The New School of San Francisco will comply with all elements of the Local Control and 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

As a school community, we believe that all students must be supported as fully as possible on their learning journey; to this end, The New School of San Francisco will strive to meet the needs of every learner across the entirety of their tenure in our program. 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. Having as full a picture as possible of strengths, challenges, and learning profiles is central to our work with all students. Given this, NSSF uses a variety of assessment tools to identify and support students who fit into the aforementioned categories, implementing a variety of aligned strategies to target the unique needs of each child. With transparent and continuous communication and planning with families, we ensure that our students' needs are being met both within the school community and their homes.

For all students, establishing a robust system of support begins as soon as they enroll in NSSF. Baseline assessments, including but not limited to those below, allow us to begin the process of understanding and addressing a student's learning needs. The range of assessments put into motion through admission is designed to give a varied level of perspective about a learner, incorporating research-based data with invaluable anecdotal information from families.

An enrollment form collected after admission asks a student's family to provide information regarding their interests/strengths, areas of need, learning preferences, and other pertinent background information.

All entering kindergarten students are given a baseline kindergarten Readiness Assessment, which provides information on a child's fine motor skills, concepts of print, identification of letter names and corresponding sounds, recognition of high frequency words, a child's reading behavior and level through a Fountas & Pinell ("F&P") running record, as well as their number sense and problem-solving skills.

All students will be given diagnostic assessments in language arts and mathematics. The following subsections explain the ways in which NSSF identifies and addresses the needs of diverse learners in particular.

PLAN FOR STUDENTS WHO ARE ACADEMICALLY LOW-ACHIEVING

Assessment & 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 over time. We do this by holding a school-wide goal of all students performing at or above grade level academically by specific benchmarks (5th and 8th grade) while appreciating that children who are academically behind might be facing a unique learning need and will require additional academic and social-emotional supports to be on track towards those markers. We operate under the assumption that more information is best in the type of support all of our learners need; because of this, we hold a high bar for assessment across our entire student population. By starting from this place, we foster a supportive learning environment for all kids while ensuring that we pull out trends that could lead to additional supports and interventions as quickly as possible.

A variety of assessment tools are used to identify students who are academically low-achieving. As mentioned previously, all incoming kindergarten students 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 NSSF. For language arts, F&P is used to determine reading level, fluency, and comprehension along with a writing sample. Each student completes a baseline mathematics assessment grounded in the previous grade's mathematics standards. In addition, we review data, guardian and teacher comments, and reports from the previous year, if available. In short, we do our best to have a holistic understanding of each child's developmental progress when they walk through our doors to understand the supports, resources, and differentiation that will be needed.

Throughout the year, teachers consistently and carefully measure student progress through formal and informal measures; see Element B of this charter for the diverse tools and approaches we use to obtain a full picture of where each child is academically and developmentally.

Students are considered low-achieving based on the following criteria:

- Demonstrating below or far-below basic on the baseline kindergarten Readiness Assessment
- Performing significantly below grade level on their independent reading as measured by F&P
- Performing significantly below their grade-level peers on writing samples
- Performing significantly below grade level on numeracy benchmarks
- 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)

Family Notification

We see the family as a key partner in helping to shape the Individualized Learning Plan that best fits the needs of the child; they 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. The classroom teacher contacts the guardians of students who are academically low-achieving to discuss student performance and strategies for improvement. Guardians are notified in writing and the group works together to set up a conference. Family conferences are held for all families in the fall to discuss student progress and set the learning goals. Advancement towards these goals is communicated through regular progress reports, calls home, and in-person meetings with parents and administrative staff. Constant communication between the school and families enables stronger partnerships to support the child.

Intervention Services

In alignment with the NSSF's commitment to inclusivity, students who are low-achieving academically are fully integrated into the entire student body whenever possible. The engaging and active educational program at NSSF is designed to accommodate a full range of performance including students who are academically low-achieving. Specific practices that support students within this category include:

- Hands-on, integrated curriculum providing concrete experiences to help students access content through a variety of modalities.
- Differentiated instruction practices to make the curriculum accessible; flexible, targeted grouping is used to develop content area skills.
- During professional development days and weekly faculty collaboration times, faculty discusses the academic progress of students to develop and refine intervention supports.
- Cross-age tutoring may be used in order to increase performance in both tutor or tutee.
- Students who demonstrate difficulty with mathematics may be grouped for targeted strategic interventions during the skills lesson; the teacher meets with these small groups or individuals on a weekly basis.

- Students who demonstrate difficulty with reading are 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 meet with lower reading groups for longer durations and/or with greater frequency in order to accelerate their learning and work with each individual student in selecting independent reading material appropriate to his or her level, to provide further individualized instruction and support.
- Students who demonstrate difficulty with writing receive support in the classroom. This support includes specific mini-lessons that target a student's writing challenges, additional conferencing time/duration, and/or other strategies aimed at helping the child improve.
- Before- or after-school interventions are considered when students demonstrate persistent gaps to bolster their skill acquisition while maintaining maximum exposure to the instructional day.

Monitoring Progress

Student progress is 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 Coordination of Services Team ("COST") is convened to consider alternative intervention strategies.⁴⁴ This team is made up of the classroom teacher, family members, the Director of Student Access, and Learning Specialist. The team discusses observed strengths and areas of concern, and brainstorms interventions. The team designates a period for monitoring the student's progress after which it reconvenes to evaluate the effectiveness of interventions made. Should the COST 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 & Identification

We anticipate that most students' needs are met by the engaging, challenging curriculum at NSSF. 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 is similar to the process for students below grade level.

Students are considered academically high achieving based on the following criteria:

- Demonstrating above basic on the baseline kindergarten Readiness Assessment
- Performing significantly above grade level on their independent reading as measured by F&P
- Performing significantly above their grade level peers on writing samples
- Performing significantly above grade level on numeracy benchmarks
- Exceeding standards on the mathematics and/or language arts portion of the Smarter Balanced assessments from the prior year(s)

Family Notification:

The classroom teacher contacts guardians to discuss student performance and strategies for meeting student needs. Parents are 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 best fits the needs of their child. Family members provide rich information about their child's strengths, needs and learning styles, all of which helps to inform the

⁴⁴ Student Success Teams are modeled after California's Department of Education parameters: <http://www.cde.ca.gov/ls/ai/dp/sb65sst.asp>

supports the learner receives at school. Family conferences are held for all families in the fall to discuss student progress and set learning goals. Advancement towards these goals is communicated through regular progress reports, calls home, and in-person meetings with parents and administrative staff. Constant communication between the school and families enables stronger partnerships to support the child.

Additional Supports

Students performing above grade level will be fully integrated into the student body. The engaging, personalized curriculum at NSSF is designed to meet students where they are academically and to allow them to be challenged appropriately. We implement additional strategies to ensure that the needs of advanced learners are met. While the strategies 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.
- Guiding students to develop their own learning goals and objectives.
- Participating in a small group with a different grade or higher-grade peers.

PLAN FOR ENGLISH LEARNERS

Overview

The New School of San Francisco currently meets all applicable legal requirements for English Learners, including long-term English Learners or English Learners at risk of becoming long-term English Learners, as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Director of Student Access oversees implementation of policies to ensure proper placement, evaluation, and communication regarding English Learners and the rights of students and parents. Beyond compliance, the Director of Student Access works to ensure that English Learners feel included in the general education program, are celebrated for the unique gifts they bring to NSSF and see themselves and their language apparent throughout NSSF.

Currently we serve 22 families (9.32% of our overall population) from homes where English is not the primary language spoken. However, we expect to see this percentage increase if we can acquire a preference in our lottery for low-income families. 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 have varying degrees of English proficiency and many require ongoing support in English Language Development ("ELD"). We implement research-based instructional programs and strategies to meet the specific needs of English Learners. Additionally, our program meets all applicable federal and state requirements for services to English Learners. Finally, 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. This year, we have created our English Learner Advisory Council ("ELAC"). This committee is organized by the Director of Community and the Director of Student Access. The ELAC meets 3-4 times per year, and assists NSSF's leadership team continuing the development of EL programs.

The orientation process at NSSF strives to be inclusive and welcoming for all families. Because we anticipate most of our English Learners to come from Spanish speaking households, we have translation available at all school events in addition to translations of all written communication. As part of enrollment information, we ask families what the primary language spoken at home is. Currently, we only have monolingual Spanish speaking families, so translation

and interpretation are always provided in Spanish. Our Director of Community works directly with families throughout the onboarding process, addressing questions and gathering important information about the child. Orientation occurs before the first day of school and as part of Orientation, we share with families our approach to supporting English Learners. (You'll find a sample presentation we share with families in Appendix C.)

Upon enrollment into NSSF, all families complete a home language survey, of which translated copies are made available. The home language survey asks 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.

Assessment and Identification

Within 30 days of initial enrollment, we assess the English proficiency of any student whose family members have indicated on the survey that English is not the primary language in the home, or if any language other than English is spoken in the home. We first contact the family to provide them information about this assessment and what to expect once the child takes it. It is important we are informing families along the way and building partnership with them in this process.

The English Language Proficiency Assessments for California ("ELPAC") is used to assess English proficiency. The assessment is administered by our Director of Student Access.

After taking the initial ELPAC assessment, a student may be classified as an English Learner, or may receive a classification of Initially Fluent English Proficient ("IFEP"). A student classified as IFEP will not be required to take additional ELPAC assessments. If a student is classified as an English Learner, they will be required to take a yearly summative ELPAC assessment, between Feb 1 and May 31, until re-designated as English proficient. Families are notified within 30 days of receiving the results. Next steps for their child are also provided at that time and families are also invited to have a meeting with the Director of Student Access to discuss the findings.

When a student is classified as an English Learner, the Director of Student Access and classroom teacher meet with the family to review the results of the assessment. During this review, the school team engages the family in a discussion around strategies used in the classroom environment to facilitate the English development.

In addition, we always attempt to gain a fuller picture of the student's language profile. Through an additional survey and conversations with the student and their family, we 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. To that end, we always encourage families and students to continue speaking, reading, and writing in their home language.

English Learners who score above the established cut-off on the ELPAC will be reclassified from English Learner status and be considered English proficient. In addition to notifying families of ELPAC results within 30 days of receiving the test results from the publisher, the number of English Learners will be reported to the State. The ELPAC shall be used to fulfill the requirements under the Elementary and Secondary Education Act for annual English proficiency testing.⁴⁵

Assessment, Monitoring & Re-designation Process

When creating classroom assessment tools, ELD standards are incorporated whenever possible.⁴⁶ The following methods are used to monitor students' progress:

⁴⁵ The thirty-day requirement applies to students entering a California public school for the first time or students who have not yet been ELPAC tested. All other students who have indicated a home language other than English will continue with annual ELPAC testing based upon the date last tested at the prior school of enrollment.

⁴⁶ (1997). ESL Standards for Pre-K-12 Students. Alexandria, VA: TESOL.

- Students are assessed using the ELPAC upon initial enrollment and at least once annually summative assessment by May 31
- NSSF notifies parents of NSSF's responsibility to conduct ELPAC testing and informs parents of ELPAC testing results within 30 calendar days following receipt of test results
- Families are informed of their rights, and encouraged to participate in the reclassification process
- Teachers monitor student progress in reading proficiency using school wide assessments, such as F&P and writing rubrics
- During professional development days and weekly collaboration times, teachers 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 ELPAC test
- Sufficient performance on baseline and benchmark assessments
- Teacher evaluation and recommendation
- Parent opinion and consultation

Please see our Board-approved re-classification policy (Appendix C).

Critical Principles of English Language Development

NSSF uses the critical principles outlined in the ELD Standards. NSSF focuses on designing activities that are meaningful and engaging for ELs, prior to shifting our instruction to “how English works.” The principles of ELD are not taught in isolation, but seamlessly work together. NSSF teachers implement robust strategies within Part I to allow for foundational skills to be used throughout the student’s elementary school experience.

Part I: Interacting in Meaningful Ways

The ELD Standards encourage schools to implement lessons and structures which focus on three elements of *Interacting in Meaningful Ways* (collaborative, interpretive, and productive). Collaborative instruction supports students engaging in dialogue with others, interpretive instruction focuses on comprehension and analysis of written and spoken texts, and productive instruction emphasizes the creation of oral presentation and written texts. ELs are fully integrated into the regular classroom setting to allow for an opportunity for our students to *Interact in Meaningful Ways*. Our educational program is designed to reach all learners, and we value the knowledge and experience that every student brings to the classroom. Teachers encourage students to share their knowledge in a variety of forms so that even students with very little English proficiency can participate. This might look like students sharing in Spanish and the teacher interpreting for the class or having students share ideas through pictures. Teachers strive to incorporate the home language(s) of the students in the classroom. This looks like printed materials, and audio-visual resources. Through oral presentations, such as culture shares, teachers engage ELs and their families in classroom wide presentations to allow for ideas to be expressed in an alternative manner. This approach supports students identifying opinions and arguments in English, and connecting vocabulary from their home language to the English language. We recognize and appreciate the particular needs of ELs and will continually evaluate our educational program with those needs in mind.

NSSF teachers design lessons that can be scaffolded for ELs. Scaffolding is a way of temporarily supporting learners as they develop proficiency. Scaffolding is 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 help ELs participate in learning activities. 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.”⁴⁷ Such activities may include shared reading, patterned writing, cognitive mapping, and interactive journal writing.

NSSF engages in constructivist, inquiry-based teaching. ELs benefit from the collaborative, engaging, and purposeful teaching methods. ELD strategies at NSSF are based on the belief that “communicative competence comes from opportunities to use language in real ways for real reasons with real people.”⁴⁸ Teachers provide a context for language development by connecting with students’ prior knowledge and engaging in meaningful learning experiences. For example, during SEL block students are provided with an opportunity to engage peers to develop social language, during Reader’s Workshop students develop academic language and talk about texts, and during Numeracy students are asked to explain their thinking using mathematical vocabulary. The focus on conceptual understanding and contextualized learning supports language development.⁴⁹

Part II: Learning About How English Works

The CDE ELD Standards indicate three parts of instruction to develop an understanding of how English works (Structuring Cohesive Texts, Expanding and Enriching Ideas, and Connecting and Condensing Ideas). To teach the three parts of *Learning About How English Works* ELs receive specific and appropriate support in English Language Development during language arts lessons. When working on literacy skills, teachers have the option to group English Learners to specifically address learning needs through guided reading. These groupings occur across grade levels. For example, a teacher may provide support to two 3rd graders and three 4th graders in the same small group, to target a specific skill required to progress their understanding of the English language. Teachers use ELD assessments to develop specific small group lessons which are 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 have access to appropriately leveled texts in the content areas. Additionally, specific vocabulary instruction is incorporated into all lessons. Again, our teachers’ use of scaffolding naturally fits in with the balanced literacy approach used at NSSF. Teachers carefully monitor, adjust, and supplement language to scaffold student comprehension and learning. This requires that teachers have a deep understanding of our students and the content, and understand how to modify their language so that it is comprehensible, but not overly simplified.

Part III: Using Foundational Skills

The CDE ELD Standards outline the benefits of developing reading foundational skills instruction and oral English language development. By building off of strategies, scaffolds, and skill building within Parts I and II of the ELD principles, our teachers develop both print and oral skills for our ELs. Teachers support students grasping phonological awareness (a key component of developing Oral Skills), through lessons and instruction which allows students to grasp and demonstrate an understanding of spoken words, syllables, and sounds (phonemes). To address the key components of improving print skills for ELs, our students become familiar with print concepts, phonics, and word recognition.

Student Proficiency

To become proficient in English, we have three primary goals for our English Learners. 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.

⁴⁷ Peregoy, S., & Boyle, O. (2005). *Reading, Writing, and Learning in ESL: A Resource Book for K-12 Teachers*. Boston: Pearson Education.

⁴⁸ Fu, D., & Townsend, J. (1998). A Chinese Boy's Joyful Initiation into American Literacy. *Language Arts*, 193-201.

⁴⁹ 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.

The New School of San Francisco Petition

Expectations for the Student Experience

While gaining proficiency in English, NSSF sets expectations for students, as outlined in the ELD Standards:

- 1) All EL students will receive at least 30 minutes/day of designated ELD instruction from either teachers or learning specialists. This instruction happens during the course of the literacy block. Given the co-teaching model, teachers are able to pull small groups for integrated and designated instruction.
- 2) ELs must have full access to high-quality English language arts, mathematics, science, and social studies content, while progressing through the ELD-level continuum.
- 3) Students participate in sustained dialogue on a variety of topics and content areas.
- 4) Students explain their thinking and build on others' ideas.
- 5) Student construct arguments and justify their positions persuasively with sound evidence.
- 6) Students effectively produce written and oral texts in a variety of informational and literary text types.

Hiring

The New School of San Francisco is committed to hiring an instructional staff that can meet the needs of all students, including English Learners. For core courses, NSSF hires only 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 or are otherwise authorized to teach English Learners.

Adult Learning & Collaboration

As part of our continuing Professional Development program, teachers are trained in a variety of ELD techniques and strategies including the Specially Designed Academic Instruction in English⁵⁰. SDAIE emphasizes giving students an opportunity to access materials in their home language to support the teaching of English. NSSF teachers gain an awareness and an understanding of aspects of ELD which are particularly challenging for ELs, and set both content goals and language goals for students. Additionally, teachers regularly discuss the needs and performance of our English Learners during professional development days, during meetings with NSSF's Coordination of Services Team and during weekly faculty collaboration meetings.

All teachers are trained in several, important instructional strategies including scaffolding; constructivist, inquiry teaching; intensive literacy support; and, ongoing assessments to inform teaching approach. An assumption embedded in all strategies is that students have meaningful activities and experiences to develop *both* academic and non-academic language in authentic contexts, in addition to activities connecting home language strengths and building from that important foundation.

Personalized Learning for English Learners

The personalized learning design of the curriculum ensures that each child has a yearly plan that addresses the student's initial diagnostic data, assessments (whether the ELPAC or a language pathway assessment) and information from parents about their child. To that end, strategies and supports might look different for each child. The goal is to ensure there is a long-term plan in place which meets the child where they are and sets developmentally appropriate habit and skill goals for the end of the year. For example, a reading skill goal for an English Learner might be: "The student advances from a level A independent reading level to a level C by the end of the year," while a reading habit goal might be: "the student reads aloud with confidence to their peers." Another way the learning is personalized is through family partnership. For example, the family of the student with the above goals is likely provided with sight words to practice at home with their child. These sight words come with a translation chart so the

⁵⁰ Gulack, J., & Silverstein, S. (n.d.). SDAIE Handbook: Techniques, Strategies, and Suggestions for Teachers of LEP and Former LEP Students. Retrieved from <http://www.suhsd.k12.ca.us/suh/---suhionline/SDAIE/SDAIEhandbook.html>

parent can support their child even if English isn't their primary language. See an example in Appendix C of a sample chart we share with families.

Ongoing 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 ELPAC. Teachers will also monitor student performance, particularly in language arts to ensure that they are not falling significantly behind their grade-level peers.

Monitoring & Evaluation of Program Effectiveness

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

- Adhering to NSSF-adopted academic benchmarks for 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

PLAN FOR STUDENTS WITH DISABILITIES

Overview

The New School of San Francisco is centrally designed as an inclusive environment, one in which the unique individual is celebrated, supported, and given an opportunity to thrive. The K-8 environment will be grounded in The California Charter School Association's publication entitled, "Meeting the Needs of Every Child Through Inclusion." The nine best practices of strong programming outlined within this report speak to methods that will be considered in the instruction of all students, particularly those with disabilities, and in the aligned professional development of all staff working with students at NSSF.

The Charter School shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities Education Improvement Act ("IDEA").

SELPA Affiliation

NSSF recognizes and holds deep respect for its responsibility to enroll and support all students, regardless of their disabilities and/or learning needs. In conformity with Education Code Section 47641(a), the Charter School is its own local educational agency ("LEA") and is a member of the El Dorado County Charter Special Education Local Plan Area ("SELPA"). The Charter School 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.

In order to best serve all students, NSSF may seek resources and services from qualified providers (speech language pathologist, school psychologists, occupational therapists, etc.) in order to meet the needs of students receiving services based on their individual needs as identified in their Individualized Education Program ("IEP"). All external

partnerships will be approved by and within the guidelines set forth by the SELPA and applicable law. NSSF will be responsible for ensuring that all policies and procedures required by the SELPA are adhered to within any external partnerships.

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 NSSF shall be accessible for all students with disabilities.

Section 504 of the Rehabilitation Act

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. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

A 504 team will be assembled by the Head of School and shall include the parent/guardian, the student (where appropriate), 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 which 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 is found by the 504 team to have 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.

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 Charter 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 Heads of School will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that they 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.

Services of Students with Disabilities Under the IDEA

In order to ensure that The New School of San Francisco and the SELPA operate in alignment and compliance with SELPA protocol, a meeting will be held at least annually to review special education policies, procedures, protocols, and forms from the SELPA. In accordance with this, The New School of San Francisco will comply with SELPA protocol as to the delineation of duties between the SELPA and the Charter School providing special education instruction and related services to identified pupils.

Search and Serve

The New School of San Francisco has set up a robust system of evaluation, reflection, and tiered supports to ensure that all students who are in need of additional intervention, regardless of the depth of their needs, are identified and supported appropriately. This is done both in alignment with IDEA and the commitment NSSF has made to their local community.

This cycle of support will begin early for all kids to ensure needs are identified as early as possible. Upon the commencement of The New School of San Francisco's school year, all students will be evaluated as a means of class placement and individualized support. 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 alongside families to identify any students who do not currently have an IEP but may be in need of a pre-referral intervention plan.

To do this, The New School of San Francisco will regularly convene a Coordination of Student Services Team ("COST"), creating a space for teachers, support staff, and families to collaborate around student support, get feedback on their aligned practices, and ensure follow up. Additionally, for persistent concerns or referrals, the Student Success Team ("SST") will be convened, bringing together school leadership, faculty, families, and the student (where appropriate) to create clear action plans to assess student needs. Supports prioritized during the SST process may include, but are not limited to, an appropriate individual tutoring schedule, classroom accommodations, or strategies and techniques to enhance that student's ability to be successful. If the COST finds that the pre-intervention plan is not sufficient to meet the student's needs, they may recommend that student for assessments to determine eligibility for special education or related services.

The New School of San Francisco's goal and responsibility is to identify student needs early, provide responsive care across tiered levels of support, and collect data that may assist in a potential identification for special education services. The New School of San Francisco will implement SELPA policies and procedures to ensure timely identification and referral of students who may require assessment to consider eligibility for special education or related services in the case that general education interventions do not provide a free appropriate public education to the student in question. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized, and parents will be informed that special education and related services are provided at no cost to them.

The New School of San Francisco Petition

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 SELPA within 5 days of enrolling a new student with an IEP.

In accordance with Education Code Section 56325(a)(1), for students with a current IEP who enroll in The New School of San Francisco from another school within a different SELPA, The New School of San Francisco will 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/guardian. Within thirty (30) days The New School of San Francisco shall either 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 Charter School from a school district or charter school operated program under the same SELPA within the same academic year, 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 SELPA 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 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/guardian, until The New School of San Francisco conducts an 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 New School of San Francisco, and develops a new IEP, if appropriate that is consistent with federal and state law.

Referral For Assessment

The New School of San Francisco, as an LEA for special education, will implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs.

In alignment with SELPA policies and procedures, and a commitment to strong communication across all aspects of the educational experience at The New School of San Francisco, a clear process is in place in the event that a guardian provides written request for assessment.

The New School of San Francisco will provide the guardian with a written assessment plan within 15 days of receipt of the written request. The parent/guardian will then have 15 days to consent to the assessment plan. If this consent is granted, assessments will be conducted, eligibility will be determined, and an IEP team meeting will be held within 60 days of said consent to the assessment plan to consider all results.

Assessment

The New School of San Francisco will be responsible for coordinating a team of providers, specialists, and parents/guardians to best determine the assessment plan for and complete such assessments for a student referred for special education evaluation, as necessary. 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 New School of San Francisco will abide by the following assessment guidelines, and in full compliance with SELPA policies and procedures:

- Parents or guardians must provide written consent to the assessment plan prior to any eligibility-related testing being conducted.

- Assessments will be considered across all areas of demonstrated or suspected impact, including but not limited to performance-based assessments, cognitive, and behavioral functioning tests.
- Assessments must be conducted by professionals with both knowledge of the students' potential disability and the relevant training and credentials for implementation
- Assessments will be conducted in a students' primary language, with an interpreter provided as needed.
- All assessments must be completed, reported upon, and shared within an IEP meeting within 60 calendar days of the signed assessment plan (school breaks of more than 5 days will not count towards the 60-day total).

Development and Implementation of the IEP

If the student meets eligibility criteria, The New School of San Francisco will arrange and notice (including notice of parental procedural safeguards) the initial IEP meeting. IEP team membership shall be in compliance with state and federal law and SELPA procedures. A case manager, in collaboration with this team, will oversee IEP development and implementation and report on student progress. All decisions concerning the special education programs and services to be provided to a student with a disability will be made by this IEP team. 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 guardians and The New School of San Francisco:

- One or both of the pupil's parents, a representative selected by a parent, or both;
- The student, if appropriate;
- At least one special education teacher;
- At least one general education teacher, if the student is, or may be, participating in the general education environment;
- The Head of School and/or the Charter School designated representative with appropriate administrative authority as required by the IDEA;
- An individual who is qualified to interpret assessment results;
- At the discretion of the parent, guardian, or the local educational agency, other individuals who have special expertise about the student;
- Additional certificated staff who are providing designated instructional services to the student per the IEP.

The New School of San Francisco views the parent/guardian as a key stakeholder in these meetings and will make every effort to accommodate their schedules and needs so that they will be able to participate effectively on the IEP team. All parents/guardians will receive a copy of the IEP. The Charter 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/guardian cannot attend the IEP meeting, the Charter School will ensure their ability to participate using other methods, such as conferencing by telephone or meeting within their home.

The student's IEP will include the following:

- A statement of the student's present levels of academic achievement and functional performance;
- A statement of measurable annual goals and short-term objectives focusing on the student's current level of performance and appropriately ambitious targets;
- A description of how the student's progress toward meeting the annual goals will be measured and monitored and when reports will be provided;
- A statement of the special education and related services and supplementary aids and services the student will receive and the means for delivering those services and a statement of the program

The New School of San Francisco Petition

modifications or supports that will be provided;

- A description of when services will begin, how often the student will receive them, who will provide them, and where they will be delivered;
- An explanation of the extent, if any, to which the pupil will not participate with nondisabled pupils
- Accommodations and/or modifications necessary to measure the academic achievement and functional performance of the pupil on state and Charter School 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 rationale for placement decisions.

The review timeline for the IEP will be as follows:

- Annually, 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 or guardian's request;
- When an Individual Transition Plan ("ITP") is required at the appropriate age;
- If manifestation hearing is required based on student misconduct potentially related to their disability.

The New School of San Francisco will ensure that all aspects of the IEP are implemented and maintained, and will provide accommodations and/or modifications (as outlined within each individual's IEP) within the general education environment. The New School of San Francisco will ensure that students at the Charter School who have IEPs will be served in the least restrictive environment ("LRE").

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

The New School of San Francisco shall be responsible for implementation of the IEP, including but not limited to providing all curriculum, classroom materials, classroom accommodations and/or modifications, and assistive technology. The New School of San Francisco shall comply with any policy of the SELPA.

Reporting and Related Review

The New School of San Francisco will provide timely reports on the student's progress as provided in the student's IEP with at least the same frequency of reporting provided for all students. These reports will speak both to progress on annual goals and objectives as outlined with the IEP and also to whether a student is expected to meet said goals/objectives.

If, as a result of this or other reporting, a parent/guardian believes that their child's needs are not being met, they may request in writing that the IEP team reconvene at any point during the school year. Once this request is received, The New School of San Francisco will abide by the previously mentioned guidelines of holding an IEP meeting within 30 calendar days, not including school vacations that last more than 5 days.

The New School of San Francisco Petition

Staffing

Staffing aligned to the support of students with disabilities at The New School of San Francisco is considered in order to fully support students with exceptionalities, and also in pursuit of maximum exposure to their least restrictive environment. Given the inclusive approach across all classrooms, preference is given to teachers with a background in special education, as well as a salary bonus for this area of expertise. 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 state and federal law and SELPA policies. In addition, all staff will receive professional development about best practices in inclusion, and related content about special education services, and all relevant parties will participate in mandatory SELPA in-service training related to special education.

The Director of Student Access will sit on the Curriculum and Instruction Team and manage case managers of students with disabilities, ensuring that IEPs are properly implemented, and all students are supported accordingly, as well as overseeing across tiers of instruction to ensure coherence and compliance. The Director of Student Access will also foster collaboration with qualified external service providers and ensure that their work is integrated into the student's overarching learning plans within the general education setting. Further, The Director of Student Access will oversee the K-8 program for Diverse Learners, ensuring that a continuum of support best addresses student needs over time, and that service on-site service providers are developed accordingly.

Staffing decisions year over year will be driven not just by minutes and students served, but also with an emphasis on staffing ratios that enable The New School of San Francisco to live into their full-inclusion model. For example, the Leadership Team may consider things such as case management, service minutes, grade-level grouping needs, and a general assumption that direct service constitutes roughly 50% of a specialist's calendar. Where possible, full-time roles will be preferred to permit flexibility, responsiveness, and to promote consistent relationships with kids and families.

The New School of San Francisco shall be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. The Charter School shall ensure that all special education staff hired or contracted by the Charter School is qualified pursuant to SELPA policies, as well as meet all legal requirements. The Charter School shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Special Education Strategies For Instruction and Services

The New School of San Francisco maintains a focus on a comprehensive inclusive setting across all grade levels that includes specialized individual tutoring through the Charter School's extended day and year. To this end, 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. Each student's IEP will outline individual accommodations, modifications, and service times that will be integrated as much as possible within the general education setting. The educational strategies of the IEP will be built around the student's needs; services outlined in the IEP that are best met outside of the general education setting will also be met by The New School of San Francisco or their independently hired service providers. 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 and have accommodations 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

The New School of San Francisco Petition

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 SELPA.

The New School of San Francisco also intends to seek professional development opportunities for its staff through potential trainings facilitated by the SELPA, The Exploratorium's Teacher Institute and Institute for Inquiry, and private companies or agencies. Emphasis will be placed on all-staff development around concepts including but not limited to best practices in Inclusion settings, Universal Design for Learning, and the integration of multiple data points to best serve all kids.

Due Process Hearings

The Charter School may initiate a due process hearing or request for mediation with respect to a student enrolled in the Charter School if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, the Charter School shall defend the case.

Non-Public Placements/Non-Public Agencies

The Charter shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

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 their disability or due to the student's request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaint Procedures

The Charter School maintains policies for responding to parental concerns or complaints related to special education services. The Charter School shall receive any concerns raised by parents/guardians regarding related services and rights.

The Charter School's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

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

SELPA Representation

The Charter School understands that it shall represent itself at all SELPA meetings.

Funding

The Charter School understands that it shall be subject to the allocation plan of the SELPA.

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 charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter 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 goals, actions, and outcomes, school-wide and for all numerically significant pupil subgroups, in compliance with Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)(B), that are aligned with the state priorities described in Section 52060(d). The New School of San Francisco will pursue these school-wide and subgroup outcomes and goals, as measured by multiple and varied benchmark assessments that are aligned to the State Standards and reflect proficiency measures, and will also pursue applicable state priorities detailed in Education Code Section 52060(d) that apply for the grade levels served, or the nature of the program operated, by NSSF. For purposes of measuring achievement of these goals, a numerically significant pupil subgroup will be defined as one that consists of at least 30 pupils each of whom has a valid test score.

The New School of San Francisco has 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) Lifelong learners
- 5) Agents of positive social change

To achieve the ambitious outcomes outlined above and ensure that NSSF 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 State Standards. 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 critical-thinking skills, adaptability, and resourcefulness, as well as the collaboration skills necessary to become contributing students and citizens. Finally, NSSF 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 outlines goals and objectives for students, families, and staff, as well as partnerships in the community.

The New School of San Francisco Petition

SPECIFIC OUTCOMES ALIGNING TO THE EIGHT STATE PRIORITIES

The following measurable student outcomes are directly aligned with NSSF's "Graduate Profile" core competencies. In addition, these core competencies are aligned with:

- The specific developmental needs of elementary and middle school students;
- The Eight State Priorities, goals, and outcomes associated with the Local Control Funding Formula.⁵¹

CHARTER SCHOOL GOALS, ACTIONS AND MEASURABLE OUTCOMES THAT ALIGN WITH THE EIGHT STATE PRIORITIES	
<p>Pursuant to Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)(B), the Charter School has established goals, actions, and measurable outcomes both schoolwide and for each subgroup of pupils, which address and align with the Eight State Priorities identified in Education Code Section 52060(d).</p> <p><u>Local Control and Accountability Plan</u></p> <p>In accordance with Education Code Section 47606.5, the Charter School shall comply with all elements of the Local Control and Accountability Plan ("LCAP") pursuant to regulations and a template adopted by the California State Board of Education and reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter. The Charter School shall submit the LCAP to the District and the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.</p> <p>The LCAP and any revisions necessary to implement the LCAP, including outcomes and methods of measurement listed below, shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.</p>	
STATE PRIORITY #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>	
SUBPRIORITY A – TEACHERS	
GOAL TO ACHIEVE SUBPRIORITY	NSSF will maintain current high standards of hiring and ensure that all core courses are taught by credentialed teachers who are appropriately assigned.
ACTIONS TO ACHIEVE GOAL	<p>NSSF invests significant time into a robust hiring process to ensure that all teachers are best fits for the Charter School and the students. Additionally, there is an internal credential audit performed every year by the Director of Curriculum & Instruction to ensure that all new and returning teachers are appropriately credentialed and properly assigned, and to ensure that teachers are accurately informed about the requirements for keeping their credential current.</p> <p>All teachers at NSSF are paired with an instructional coach to support their development and effectiveness. In addition, all teachers receive substantial professional development time throughout the school year to support their ability to deliver rigorous, Common-Core aligned and culturally responsive curricula.</p>
MEASURABLE OUTCOME	All core academic classes taught by fully credentialed, appropriately assigned teachers.

⁵¹ As described by the California Department of Education:

http://www.csba.org/GovernanceAndPolicyResources/FairFunding/~/_media/CSBA/Files/GovernanceResources/GovernanceBriefs/2013_08_LCFF_Fact_Sheet-funding_priority.ashx

METHODS OF MEASUREMENT	Initial and annual verification of core teacher credential as reported by the CA Commission on Teacher Credentialing; Annual publication of School Accountability Report Card; internal audits of teacher assignments.
SUBPRIORITY B – INSTRUCTIONAL MATERIALS	
GOAL TO ACHIEVE SUBPRIORITY	Students will have access to standards-aligned instructional materials and additional instructional materials as outlined in our charter petition.
ACTIONS TO ACHIEVE GOAL	Teachers will implement content instruction for all students using the teacher-created, Common Core State Standards (“CCSS”) aligned content guides and projects. All instructional materials purchased will be aligned to CA Common Core State Standards and aligned with our charter petition.
MEASURABLE OUTCOME	100% of students have access to standards-aligned content and projects.
METHODS OF MEASUREMENT	Annual review of curriculum and materials by Director of Curriculum & Instruction.
SUBPRIORITY C – FACILITIES	
GOAL TO ACHIEVE SUBPRIORITY	NSSF will maintain a safe facility in good repair.
ACTIONS TO ACHIEVE GOAL	Daily cleaning by custodial staff. Annual fire inspection and monthly emergency drills. Communication as needed with maintenance staff. Inspections by site administrator. Lunch service will follow applicable standards for compliance.
MEASURABLE OUTCOME	NSSF passes its lunch audit and fire inspections. School is maintained in good repair.
METHODS OF MEASUREMENT	Lunch audit, fire inspection forms, staff walkthroughs, annual staff, student & parent surveys.
STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS	
<i>Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency</i>	
SUBPRIORITY A – CCSS IMPLEMENTATION	
GOAL TO ACHIEVE SUBPRIORITY	All content instruction and performance standards are aligned with Common Core State Standards.
ACTIONS TO ACHIEVE GOAL	Frequent teacher collaboration and professional development to ensure consistent implementation of CCSS. Use of a common assessment plan, including standards-aligned content and projects for each core course.
MEASURABLE OUTCOME	100% of curriculum implemented in core subjects are based in Common Core Standards.
METHODS OF MEASUREMENT	Annual review of inquiry arcs, content scope and sequences and lesson plans by Curriculum & Instruction team (Director of Curriculum & Instruction and Instructional Coaches); student performance data benchmark assessments; CAASPP Data
SUBPRIORITY B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE	
GOAL TO ACHIEVE SUBPRIORITY	All students, including English Learners (“EL”), will gain academic content knowledge through implementation of the Common Core State Standards and the NSSF inquiry arcs.
ACTIONS TO ACHIEVE GOAL	Staff will continue professional development in EL instruction and data analysis of EL students’ performance. Teachers will use special designed academic instruction in English (SDAIE) and other appropriate techniques to help students access the core curriculum as well as make English language development progress. EL students will have access to appropriate supports including targeted literacy support, small group instruction and Brain Gym.
MEASURABLE OUTCOME	EL subgroup performance on CAASPP assessments exceeds the average performance levels of EL students in the District and State.
METHODS OF MEASUREMENT	CAASPP Math and English Language Arts proficiency levels; NSSF benchmark assessments
SUBPRIORITY C – EL STUDENTS & ENGLISH LANGUAGE PROFICIENCY	

GOAL TO ACHIEVE SUBPRIORITY	English Learners will gain English language proficiency as quickly as possible for each individual student.
ACTIONS TO ACHIEVE GOAL	Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design. Monitoring student identification, placement, and growth in English language proficiency. Monitoring availability of adequate resources.
MEASURABLE OUTCOME	On average, 75% of English Learners will meet their specific ELD goal as specified in their Individualized Learning Plan.
METHODS OF MEASUREMENT	Individualized Learning Plans & ELPAC Assessment
STATE PRIORITY #3— PARENTAL INVOLVEMENT AND FAMILY ENGAGEMENT	
<p>A. Parental involvement and family engagement, including efforts [the school] makes to seek parent input in making decisions for [the school], and including how [the school] will promote parental participation in programs for unduplicated pupils and individuals with exceptional needs.</p> <p>B. Family engagement may include, but need not be limited to: efforts to apply research-based practices, such as welcoming all families into the school community, engaging in effective two-way communication, supporting pupil success, and empowering families to advocate for equity and access; families as partners to inform, influence, and create practices and programs that support pupil success and collaboration with families and the broader community, expand pupil learning opportunities and community services, and promote civic participation.</p>	
SUBPRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT	
GOAL TO ACHIEVE SUBPRIORITY	NSSF seeks family input when making decisions.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> NSSF asks for feedback in the form of surveys after family events. NSSF’s School Home & School Council is a body open to all family members in which the community comes together to share updates, understand progress and inform decisions NSSF administers a Family Climate Survey bi-annually to gather feedback on a family’s experience giving input and having voice within the school community NSSF offers open houses for families to learn more about supports for English Language Learners and students with diverse learning needs; interpretation provided at all open houses (see Appendix C for a sample presentation)
MEASURABLE OUTCOME	<ul style="list-style-type: none"> Families respond positively to “My concerns and comments are heard” on Family Climate Survey; 75% or higher Families respond positively to “I feel like a valued member of the community” on the Climate Survey; 75% or higher Families respond positively to “I believe in the vision, direction and leadership of the school” on the Family Climate Survey; 75% or higher
METHODS OF MEASUREMENT	Family Climate survey
SUBPRIORITY B – PROMOTING PARENT PARTICIPATION	
GOAL TO ACHIEVE SUBPRIORITY	NSSF promotes parent participation.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> Parents will be invited to attend three teacher conferences over the course of the year to review their child’s progress against their individualized learning goals. There will be numerous opportunities for parents to volunteer to support NSSF should they choose, such as: chaperoning, and helping to plan school trips; assisting with recruiting events; helping with school clubs and sports; preparing for school events; and helping with data entry; translation; parent technology training and other community outreach.

	<ul style="list-style-type: none"> • NSSF will hold at least three parent events each arc and provide interpretation. • Teachers will be involved in parent communication for students in need of academic interventions.
MEASURABLE OUTCOME	<ul style="list-style-type: none"> • 100% of families attend at least one conference per year • 100% of families attend at least one school-wide event
METHODS OF MEASUREMENT	Conference and event sign-in sheets
SUBPRIORITY C – FAMILY ENGAGEMENT	
GOAL TO ACHIEVE SUBPRIORITY	NSSF encourages family engagement.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • NSSF holds multiple family education nights open to all and held at various times when most parents are likely to be able to attend; childcare/ interpretation is always provided. • NSSF translates all community newsletters and school emails for non-English monolingual households. • There will be numerous opportunities for parents to volunteer to support NSSF should they choose, such as: chaperoning, and helping to plan school trips; assisting with recruiting events; helping with school clubs and sports; preparing for school events; and helping with data entry; translation; parent technology training and other community outreach. • NSSF’s Home & School Council is a body open to all family members in which the community comes together to share updates, understand progress and inform decisions. • NSSF’s Home & School Council has sub-committees led by parent volunteers to focus on discrete aspects of work across the school (i.e. communications, health and safety, fundraising, events and recruitment) • NSSF administers a Family Climate Survey bi-annually to gather feedback on a family’s experience giving input and having voice within the school community
MEASURABLE OUTCOME	<ul style="list-style-type: none"> • Families respond positively to “My concerns and comments are heard” on Family Climate Survey; 75% or higher • Families respond positively to “I receive timely and relevant communications from the school” on Family Climate Survey; 75% or higher • Families respond positively to “The school provides adequate opportunities for my family to engage” on Family Climate Survey; 75% or higher • Families respond positively to “I feel like a valued member of the community” on the Climate Survey; 75% or higher • Families respond positively to “I believe in the vision, direction and leadership of the school” on the Family Climate Survey; 75% or higher • 100% of families attend at least one conference per year • 90% of families contribute to the classroom or school community
METHODS OF MEASUREMENT	Bi-annual climate survey, conference sign in sheets, donation tracking sheet
STATE PRIORITY #4— STUDENT ACHIEVEMENT	
<i>Pupil achievement, as measured by all of the following, as applicable:</i>	
A. <i>California Assessment of Student Performance and Progress (CAASPP) statewide assessment</i>	
B. <i>Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education</i>	
C. <i>Percentage of ELs who make progress toward English language proficiency as measured by the English Language Proficiency Assessment for California (ELPAC)</i>	
D. <i>EL reclassification rate</i>	

<p><i>E. Percentage of pupils who have passed an AP exam with a score of 3 or higher</i></p> <p><i>F. 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</i></p>	
SUBPRIORITY A – CAASPP	
GOAL TO ACHIEVE SUBPRIORITY	Students at NSSF will exceed the average performance levels of students in schools serving a similar student population on CAASPP statewide assessments.
ACTIONS TO ACHIEVE GOAL	Teachers will provide instruction conducive to student learning; teachers will utilize appropriate CCSS aligned instructional materials; instructional materials will be tailored to student need to ensure they make sufficient growth.
MEASURABLE OUTCOME	Students will exceed the average performance levels of students in schools serving a similar student population on CAASPP statewide assessments.
METHODS OF MEASUREMENT	CAASPP assessment reports
SUBPRIORITY B – UC/CSU COURSE REQUIREMENTS (OR CTE)	
GOAL TO ACHIEVE SUBPRIORITY	NOT APPLICABLE
ACTIONS TO ACHIEVE GOAL	
MEASURABLE OUTCOME	
METHODS OF MEASUREMENT	
SUBPRIORITY C – EL PROFICIENCY RATES	
GOAL TO ACHIEVE SUBPRIORITY	English Learners will gain English language proficiency as quickly as possible for each individual student.
ACTIONS TO ACHIEVE GOAL	Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design. Monitoring student identification, placement, and growth in English language proficiency. Monitoring availability of adequate resources.
MEASURABLE OUTCOME	On average, 75% of English Learners will meet their specific ELD goal as specified in their Individualized Learning Plan.
METHODS OF MEASUREMENT	Individualized Learning Plans & ELPAC Assessment
SUBPRIORITY D – EL RECLASSIFICATION RATES	
GOAL TO ACHIEVE SUBPRIORITY	Students are reclassified as English Proficient as quickly as possible for each individual student.
ACTIONS TO ACHIEVE GOAL	<p>NSSF will serve EL at the school site by enrolling students in a regular class and ensuring student receives supplementary instruction in order to learn English.</p> <p>NSSF will:</p> <ul style="list-style-type: none"> • Monitor language proficiency levels to determine adequate yearly progress. • Monitor teacher qualifications and the use of appropriate instructional strategies based on program design. • Monitor student identification, placement, and growth in English language proficiency. • Monitor availability of adequate resources, and deliver resources to students as and when needed. • Monitor reclassified students for at least four years.
MEASURABLE OUTCOME	Students are reclassified as English Proficient within 2 years on average.

METHODS OF MEASUREMENT	School reclassification rates
STATE PRIORITY #5— STUDENT ENGAGEMENT	
<i>Pupil engagement, as measured by all of the following, as applicable:</i>	
A. School attendance rates	
B. Chronic absenteeism rates	
C. Middle school dropout rates (EC §52052.1(a)(3))	
D. High school dropout rates	
E. High school graduation rates	
SUBPRIORITY A – STUDENT ATTENDANCE RATES	
GOAL TO ACHIEVE SUBPRIORITY	NSSF will maintain high attendance rates in order to ensure students are able to access learning opportunities and stay on track to achieve college readiness.
ACTIONS TO ACHIEVE GOAL	NSSF will provide a safe and engaging learning environment for all its students and families, including those of the various subgroups enrolled; NSSF will share periodic attendance updates to families reminding them of the importance of in-school attendance as the primary way of learning and success; NSSF will work with families who struggle with attendance in keeping with emphasis on developing habits of success in students.
MEASURABLE OUTCOME	ADA is at or above 95% of enrollment.
METHODS OF MEASUREMENT	Monthly, Quarterly, and Annual attendance reports.
SUBPRIORITY B – STUDENT ABSENTEEISM RATES	
GOAL TO ACHIEVE SUBPRIORITY	NSSF's rates of chronic absenteeism will remain low in order to ensure students are able to access learning opportunities and stay on track to achieve college readiness.
ACTIONS TO ACHIEVE GOAL	Parents and students will be informed of attendance policy. Administration will work with students and families who are chronically tardy and/or have unexcused absences on an individual basis to develop a plan to support the student in attending school regularly.
MEASURABLE OUTCOME	Less than 10% rate of chronic absenteeism (students who are absent 10 percent or more of the schooldays in the school year).
METHODS OF MEASUREMENT	CALPADS, attendance reports
SUBPRIORITY C – MIDDLE SCHOOL DROPOUT RATES	
GOAL TO ACHIEVE SUBPRIORITY	NSSF's dropout rates will remain incredibly low in order to ensure students are able to access learning opportunities and stay on track to achieve college readiness.
ACTIONS TO ACHIEVE GOAL	NSSF will provide a safe and engaging learning environment for all its students and families, including those of the various subgroups enrolled; NSSF will meet with families three times per year to update families on student growth; a care team will form for at-risk youth who are disengaged from the learning to work with families to support their re-engagement with their learning
MEASURABLE OUTCOME	0% drop out rate for grades 7 & 8
METHODS OF MEASUREMENT	CALPADS, attendance reports
STATE PRIORITY #6— SCHOOL CLIMATE	
<i>School climate, as measured by all of the following, as applicable:</i>	
A. Pupil suspension rates	
B. Pupil expulsion rates	
C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness	

SUBPRIORITY A – PUPIL SUSPENSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	NSSF will maintain a low annual suspension rate.
ACTIONS TO ACHIEVE GOAL	Teachers will be trained and utilize Positive Behavior Interventions and Supports and Restorative Practices; teachers will receive professional development in classroom management. Director of Community and Director of Student Access will work with teachers and families to manage student behavior issues and concerns.
MEASURABLE OUTCOME	Annually, 2% or fewer of all enrolled students suspended.
METHODS OF MEASUREMENT	Suspension rates, Annual School Accountability Report Card
SUBPRIORITY B – PUPIL EXPULSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	NSSF will maintain low annual expulsion rates.
ACTIONS TO ACHIEVE GOAL	Teachers will be trained and utilize Positive Behavior Interventions and Supports and Restorative Practices; teachers will receive professional development in classroom management. Director of Community and Director of Student Access will work with teachers and families to manage student behavior issues and concerns.
MEASURABLE OUTCOME	Annually, 1% or fewer of all enrolled students expelled.
METHODS OF MEASUREMENT	Suspension rates, Annual School Accountability Report Card
SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)	
GOAL TO ACHIEVE SUBPRIORITY	All community members feel safe, welcomed and valued at school.
ACTIONS TO ACHIEVE GOAL	Teachers will be trained and utilize: Positive Behavior Interventions, Supports and Restorative Practices and 6-week culture plans; teachers will receive professional development in social emotional learning, culturally responsive teaching and classroom management. Home & School Council is open to all family members with many opportunities for family leadership in the school. The school conducts bi-annual climate surveys both family members and staff; bi-annual climate surveys to students in grades 3 and up.
MEASURABLE OUTCOME	<ul style="list-style-type: none"> • 75% or more of families report feeling valued and welcomed in the school community • 75% or more of families report feeling like their opinions matter • 75% or more of families report that the community is safe, supportive and joyful • 75% or more of staff report feeling valued and welcomed in the school community • 75% or more of staff report feeling like their opinions matter • 75% or more of staff report that the community is safe, supportive and joyful • 75% or more of students report feeling valued and welcomed in the school community • 75% or more of students report feeling like their opinions matter • 75% or more of students report that the community is safe, supportive and joyful
METHODS OF MEASUREMENT	Bi-annual climate surveys to families, staff and students
STATE PRIORITY #7— COURSE ACCESS	

<p><i>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.</i></p> <p><i>“Broad course of study” includes the following, as applicable:</i></p> <p><i>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)</i></p> <p><i>Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))</i></p>	
GOAL TO ACHIEVE SUBPRIORITY	All students are enrolled in a broad course of study that will enable them to fulfill the NSSF graduate profile, as outlined in Element A of the charter petition.
ACTIONS TO ACHIEVE GOAL	NSSF will align all course offerings to Common Core standards and offer a broad range of extra-curricular activities to promote student learning and growth (as outlined in Element A of the petition).
MEASURABLE OUTCOME	<ul style="list-style-type: none"> NSSF Students will exceed the average performance levels of students in schools serving a similar student population on CAASPP statewide assessments. On average, NSSF students will meet 75% or more of their individualized learning goals.
METHODS OF MEASUREMENT	Individualized Learning Plans, CAASPP assessment, internal assessments
STATE PRIORITY #8—OTHER STUDENT OUTCOMES	
<i>Pupil outcomes, if available, in the subject areas described above in #7, as applicable.</i>	
SUBPRIORITY A – ENGLISH	
GOAL TO ACHIEVE SUBPRIORITY	Students will be highly skilled readers and writers of the English language
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> Common core aligned curriculum Data driven practices to understand gaps in student learning and prioritize teaching moves Co-teaching and small group instruction to further personalize instruction Specific interventions for struggling students Rigorous professional development for teachers
MEASURABLE OUTCOME	<ul style="list-style-type: none"> At minimum, 75% or more of all students will meet or exceed proficiency for English Language Arts on California Assessment of Student Performance and Progress An average of 75% or more of all students will be classified reading on grade level or above as measured by Fountas & Pinnell Benchmark 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 ILP) An average of 75% or more of all students will earn a rating of proficient or advanced on grade level writing rubrics
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> CAASPP assessments Fountas & Pinnell Benchmark Assessment writing rubrics Individualized Learning Plans
SUBPRIORITY B – MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	Students will be strong in applying mathematical skills and reasoning
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> Common core aligned curriculum Data driven practices to understand gaps in student learning and prioritize teaching moves

	<ul style="list-style-type: none"> • Co-teaching and small group instruction to further personalize instruction • Specific interventions for struggling students • Rigorous professional development for teachers
MEASURABLE OUTCOME	<ul style="list-style-type: none"> • At minimum, 75% or more of all students will meet or exceed proficiency for Mathematics on California Assessment of Student Performance & Progress • An average of 75% or more of all students will be on or above grade level on the end of year Common Core aligned benchmark assessment • An average of 75% or more of all students will “meet or exceed goal” on their individualized math goal (as defined in their ILP)
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> • CAASPP assessments • Common Core aligned benchmark assessments • Individualized Learning Plans
SUBPRIORITY C – SOCIAL SCIENCES	
GOAL TO ACHIEVE SUBPRIORITY	Students will become proficient in social studies concepts.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • Curriculum aligned to the standards for History-Social Science Content Standards • Data driven practices to understand gaps in student learning and prioritize teaching moves • Co-teaching and small group instruction to further personalize instruction • Specific interventions for struggling students • Rigorous professional development for teachers
MEASURABLE OUTCOME	<ul style="list-style-type: none"> • At minimum, 75% all students will earn a proficient or advanced rating on their end-of-year arc rubric, aligned to History-Social Science Content Standards • An average of 75% or more of all students will “meet or exceed goal” on their individualized inquiry goal (as defined in their ILP) • At minimum, 75% all students will earn a proficient or advanced rating on their end-of-year arc rubric
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> • Rubrics aligned to History-Social Science Content Standards • Individualized Learning Plans
SUBPRIORITY D – SCIENCE	
GOAL TO ACHIEVE SUBPRIORITY	Students will become proficient in science concepts.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • Curriculum aligned to the Next Generation Science Standards • Data driven practices to understand gaps in student learning and prioritize teaching moves • Co-teaching and small group instruction to further personalize instruction • Specific interventions for struggling students • Rigorous professional development for teachers
MEASURABLE OUTCOME	<ul style="list-style-type: none"> • An average of 75% or more of all students will be on or above grade level on the CAST • At minimum, 75% all students will earn a proficient or advanced rating on their end-of-year arc rubric, aligned to the Next Generation Science Standards • An average of 75% or more of all students will “meet or exceed goal” on their individualized inquiry goal (as defined in their ILP)

	<ul style="list-style-type: none"> At minimum, 75% all students will earn a proficient or advanced rating on their end-of-year arc rubric
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> CAST assessment rubrics aligned to the Next Generation Science Standards Individualized Learning Plans
SUBPRIORITY E – VISUAL AND PERFORMING ARTS	
GOAL TO ACHIEVE SUBPRIORITY	Students will develop as creative artists.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> Full-time visual and performing arts teacher Specified time in each learning arc for visual and performing arts Rigorous professional development for teachers
MEASURABLE OUTCOME	<ul style="list-style-type: none"> All students will incorporate the arts into at least one Exposition per year.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> Expositions
SUBPRIORITY F – PHYSICAL EDUCATION	
GOAL TO ACHIEVE SUBPRIORITY	Students will a strong physical education foundation.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> Full-time physical education teacher Curriculum aligned to the state standards Rigorous professional development for teachers
MEASURABLE OUTCOME	<ul style="list-style-type: none"> All students will have access to physical education 75% of students will score in the Healthy Fitness Zone (HFZ) on the Physical Fitness Test
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> Daily schedule Physical Fitness Test (PFT); grades 5, 7 & 9
SUBPRIORITY G – HEALTH	
GOAL TO ACHIEVE SUBPRIORITY	Students will a strong health and wellness foundation.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> Curriculum aligned to health and wellness standards Rigorous professional development for teachers
MEASURABLE OUTCOME	<ul style="list-style-type: none"> All students will have access to health and wellness curriculum
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> Daily schedule
SUBPRIORITY H – FOREIGN LANGUAGES	
GOAL TO ACHIEVE SUBPRIORITY	Students will gain proficiency in conversational Spanish.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> Full-time Spanish teacher Rigorous professional development for teachers Time in the daily/weekly schedule for Spanish instruction
MEASURABLE OUTCOME	By the end of 8 th grade, at minimum, 75% of students will be able to speak and write in conversational Spanish.
METHODS OF MEASUREMENT	Daily schedule

In addition to the above outcomes in the state priorities, we also hold ourselves to the following school-wide goal areas:

Goal Area: Self-reflective individuals

Outcome 1: Students will demonstrate growth in SEL competencies

- An average of 75% or more of all students will “meet or exceed goal” on their SEL goals (as defined in their ILP)

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

- 95% of students will demonstrate goal-setting and reflection on their learning through various arc documentation
- By 5th grade, 95% of students will participate in student-led conferences
- By 5th grade, students with IEPs will be supported to participate in their IEP development
- By 8th grade, 95% of students will be consistently designing and leading their learning conferences

Goal Area: Agents of positive social change

Outcome 1: Students will become well-informed citizens and active participants in their communities

- 95% of students will take social action connected to at least one inquiry arc per year
- In 3rd grade and above, at least 75% of students report in the Climate Survey that they are inspired to make a positive impact in the community

Goal Area: Highly effective and engaged faculty

Outcome 1: NSSF faculty learn, grow, and meet expectations for excellence in their roles

- 75% of staff meet or exceed their personalized growth goals (as determined by their ILP)
- 75% of staff report that they have “opportunities to learn and grow,” as measured by the Climate Survey
- 75% of staff are retained at The New School of San Francisco each year

Outcome 2: NSSF faculty feel welcome and valued in the school community

- 75% of staff report that they “feel valued” at NSSF, as measured by the Climate Survey
- 75% of staff report that “my opinions count” at NSSF, as measured by the Climate Survey
- 75% of staff report that “someone at work cares about me” at NSSF, as measured by the Climate Survey

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

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.

STATE MANDATED TESTS

The New School of San Francisco will meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 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 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 Science Test 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. The English Language Proficiency Assessments for California will be administered to English Learners annually. Finally, the Physical Fitness Test will be administered to students in grades five and seven annually.

Portfolio Documentation & Student-led Conferences

In addition to subject-area specific assessments and state-mandated tests, The New School of San Francisco will use portfolio documentation to assess student learning in content knowledge as well as deeper learning skills and non-cognitive skills. Portfolio documentation requires students to compile a variety of work products in various subjects throughout the year and provide rationale for the pieces selected. 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 begin in 5th grade and take place three times per year toward the end of each inquiry arc. The student's Individualized Learning Plan is 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. In lower elementary, students are introduced to their ILPs and begin to understand the goal-setting process. They might join a conference but not yet lead the discussion. By the end of 5th grade, the student 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 Element A). 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”) framework⁵², they will build a meaningful assessment to measure student learning.

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 aligned to NSSF’s graduate profile.

Report Cards

Student report cards are the Individualized Learning Plans; there isn’t a separate report shared with families. The ILP summarizes student performance, progress, and assessment at the end of each Arc and contains both quantitative and qualitative progress the student has made. It is our experience to date that ILPs provide meaningful feedback to students and families and capture progress.

Multiple Measures

In addition to the assessments listed above, NSSF 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 NSSF uses 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 are assessed at the beginning of the year using F&P benchmarks. F&P is used to understand each student’s current reading level with regards to fluency, word analysis, and comprehension. The data is then used to group students for guided reading, Reader’s Workshop, and to select appropriate independent reading books. Teachers conduct running records of student growth as often as necessary (minimum three times per year) to ensure students are growing consistently, and that teachers are meeting their needs through classroom instruction and activities. In 3rd grade and above, student data from the CAASPP assessment is also used to measure grade-level proficiency.

Writing Assessments: A writing sample is collected and assessed for each student at least four times per year as a baseline and at the end of each arc. Teachers use the 6+1 Traits writing model to assess student work and provide feedback. Additionally, students learn to use 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 benchmarks at least three times per year. In 3rd grade and above, student data from the CAASPP assessment is also used to measure grade-level proficiency.

⁵² McTighe, J. & Wiggins, G. (2005). *Understanding by Design*. Alexandria, VA: Association for Supervision and Curriculum Development.

Social-emotional Learning Assessments: In partnership with faculty at Stanford, we are currently developing tools to better assess SEL growth. Currently, an inventory checklist incorporating the five CASEL competencies⁵³ is used.

Self-assessments: In 5th grade and above, students complete comprehensive self-assessments three 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.

Family observation data: During student-led conferences, which take place three 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
LANGUAGE ARTS	F&P Assessment	Diagnostic, criterion-referenced	Baseline, formative & summative, 3x per year
	Writing rubrics aligned to state standards	Diagnostic, criterion-referenced, standards-aligned, performance-based	4 formal samples per year (ongoing informal use)
	State assessments In ELA	Standards-aligned	Annually (interims 2x per year)
	Individualized Learning Plan goals	Informal, formative	3x per year
	Student work samples for reading & 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	Common Core-aligned benchmark assessments	Diagnostic & summative	3x per year
	State assessments in math	Standards-aligned	Annually
	Problem-solving assessment	Formal, diagnostic & summative	2x per year
	Individualized Learning Plan goals	Informal, formative	3x per year
	Student work samples For mathematics	Performance-based; formative & summative	3x per year
	Family observation data; families describe	Informal, formative	3x per year in conferences

⁵³ source: <https://casel.org/core-competencies/>

The New School of San Francisco Petition

Performance Area	Assessment Tools	Type of Assessment	Frequency
	growth they notice at the end of each inquiry arc		
SOCIAL STUDIES	Teacher-created rubrics which align to the standards for College, Career, and Civic Life	Formative & summative	3x per year
	Individualized Learning Plan goals	Informal, formative	3x per year
	Student work samples for Social Studies	Performance-based; formative & summative	3x per year
SCIENCE	Teacher-created rubrics which align to the NGSS standards	Formative & summative	3x per year
	State assessments in science aligned to Next Generation Science Standards (CAST)	Standards-aligned	Annually for grades 5 and 8
	Individualized Learning Plan goals	Informal, formative	3x per year
	Student work samples for science/inquiry skills	Performance-based; formative & summative	3x per year
English Language Development <i>(in addition to assessments for general education population)</i>	ELPAC	Criterion-referenced; summative	Annually
Special Education	Individualized Education Program goals for special-education students	Multiple	Annually

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 (“SARC”) as required by Education Code Section 47605(b)(5)(C).

Use & Reporting of Data

Access to information and transparency are key pillars of the work at The New School of San Francisco. NSSF implements 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, NSSF also sends regular paper communication home to families, makes phone calls home to discuss progress with families, and regularly discusses 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 NSSF'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, we celebrate an inquiry process to support adult learning and growth. Teachers begin by formulating a goal or identifying an area for improvement based on student performance or their own teaching practice. From there, they formulate a hypothesis about what might improve outcomes for students. And finally, they 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 NSSF engage in an ongoing process of data review, analysis, and evaluation in connection with student learning outcomes. Teachers analyze data individually and do so regularly in teams to build their knowledge and understanding of student needs and progress. Data helps 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 meet weekly to discuss data with each other as well.

Reporting to Parents

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

School Accountability Report Card

Student Achievement data will be disaggregated annually to clearly identify academic performance of students by sub-groups (including by ethnicity, gender, socio-economic status, English Learners, and native English Speakers, students with and without disabilities). NSSF 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 charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement. Education Code Section 47605(b)(5)(D).

Non-Profit Public Benefit Corporation

The New School of San Francisco is a directly funded independent charter school operated by NSSF, a California non-profit public benefit corporation, pursuant to California law.

The New School of San Francisco operates 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(d), 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.

Please find the NSSF Articles of Incorporation, Bylaws, and Conflict of Interest Code attached in Appendix F.

Board of Directors

The New School of San Francisco is governed by a Board of Directors (“Board,” or “Board of Directors”) in accordance with its adopted bylaws, which are consistent with the terms of this charter. Board members are 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 Charter 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(c), the District may appoint a representative to sit on the Board of Directors. If the District chooses to do so, NSSF may 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. It is preferred that Board members have experience in one or more of the following areas: education, government, law, business, finance/accounting, fundraising, facilities, or public relations, but that shall not prohibit an otherwise qualified individual from serving. The Board shall comply with Government Code Section 1090, *et seq.*, as interpreted by Senate Bill 126 (2019).

Except for the initial Board of Directors, each director shall hold office unless otherwise removed from office in accordance with the 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’ résumés are included in Appendix F.

Board Meetings & Duties

The Board of Directors meets regularly, at least once a quarter, and in accordance with the Brown Act. Meetings take place at a time and location set by the Charter School’s Bylaws. An agenda is 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 are 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 is 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:

- Hiring, supervising, evaluating, disciplining, and dismissing the Heads of School;
- Hiring, promoting, disciplining, and dismissing all employees of NSSF after consideration of a recommendation by the Heads of School;
- Approving all contractual agreements;
- Approving and monitoring the implementation of general policies of NSSF. This includes effective human-resource policies for career growth and compensation of the staff;
- Approving and monitoring NSSF's annual budget and budget revisions;
- Acting as a fiscal agent, including, but not limited to, the receipt of funds for the operation of NSSF in accordance with applicable laws and the receipt of grants and donations consistent with the mission of NSSF;
- Contracting with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- Establishing operational committees as needed;
- Regularly measuring progress of both student and staff performance;
- Involving parents and the community in school-related programs;
- Executing all applicable responsibilities provided for in the California Corporations Code;
- Engaging in ongoing strategic planning;
- Approving the school calendar and schedule of Board meetings;
- Reviewing requests for out of state or overnight field trips;
- Participating in the dispute resolution procedure and complaint procedures when necessary;
- Approving charter amendments as necessary and submitting requests for material revisions as necessary to the District for consideration;
- Approving the annual independent fiscal audit;
- Appointing an administrative panel or acting as a hearing body and taking 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, *et seq.*, as interpreted by Senate Bill 126 (2019).

The NSSF Board has adopted a Conflict of Interest Code which complies with the Political Reform Act, Government Code Section 1090, *et seq.*, as interpreted by Senate Bill 126 (2019), and Corporations Code conflict of interest rules, and which shall be updated with any charter school specific conflict of interest laws or regulations. The Conflict of Interest Code is attached within Appendix F. As required by the Political Reform Act, the Conflict of Interest Code has been submitted to the County Board of Supervisors 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 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 attend 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.

Heads of School

The Heads of School will be the instructional and cultural leaders of The New School of San Francisco. They are 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 NSSF. They report directly to the Board and are responsible for the orderly operation of NSSF and the supervision of all employees. The Heads of School are assigned to perform tasks to ensure NSSF enacts its mission and achieves its stated goals and objectives.

The Heads 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 NSSF;
- 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 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 NSSF 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 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 & Voice

The New School of San Francisco will establish and maintain three bodies, all of which will include parents. The purpose of these interrelated bodies, either in part or in whole, is to increase family involvement and leadership, broaden participation in decision-making, build community, and establish trust, transparency, and accountability. As a whole, these bodies offer tangible ways for families to contribute meaningfully to the development of NSSF, 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 the Charter School.

These bodies will be:

- 1) Board of Directors
- 2) Home & School Council
- 3) Advisory Network

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 NSSF's leadership will prefer 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>	Quarterly	<p>Chair of the Board</p> <p><i>Managed by: Head of School</i></p>
Home & School Council (the "Council")	<p>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 and school communication and coordination. The Council is the main body for assessing, advising, and implementing NSSF's community development work, including initiatives to increase effectiveness of parent communications, inclusion, and empowerment.</p>	Monthly	<p>Committee Chairs</p> <p><i>Managed by: Leadership Team</i></p>

School Body	Purpose & Family Involvement	Meeting Frequency	Leadership
Advisory Network (the "Network")	<p>A network of individuals with unique skills and experiences who provide advice and guidance to the Leadership Team, parents, teaching staff, and board. Areas of expertise include 21st-century learning, the arts, community organizing and development, equity and inclusion, fundraising, social-emotional learning and conflict resolution, real estate, professional development, English Learner best practices, technology, Special Education, after-school care, child development, and health. NSSF will actively recruit and encourage family members with relevant skills to join the network.</p> <p>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.</p>	Ad Hoc	<i>Managed by: Head of School</i>

Family & Community Volunteering

The New School of San Francisco and its Home & School Council promotes family and community member participation in NSSF 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;
- Attending regular Home & School Council meetings;
- Volunteering time in the classroom;
- Leading and/or participating in school committees;
- Supporting field trips;
- Planning and participating in school-wide events or fundraisers;
- Sharing expertise and passions with students;
- Attending parent/guardian workshops hosted by NSSF;
- Speaking at District hearings and/or meetings on NSSF'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, is our most valuable tool establishing trust and creating an open, respectful, and collaborative community. Communication between school staff and parents takes many forms: phone calls, text messages, e-mail, newsletters (hard copy and via the website), blogging, and face-to-face meetings.

The following are core parts of NSSF's communications:

- Regular teacher-family conversations/check-ins
- All NSSF meetings, presentations, and celebrations

The New School of San Francisco Petition

- Monthly Home & School Council meetings
- Regular school newsletters and social media
- School intra-net (HEARD platform)
- Text messages

We prioritize the quality and frequency of communication. NSSF's communication plan is created by the Communications Committee, which is part of the Home & School Council and is assessed yearly by the same body. We 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 are also 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 (e.g. providing translation, balancing the use of technology, scheduling of in-person communications around working family schedules) provides important opportunities to scaffold support for traditionally underrepresented and under-involved parents. Communications are currently in Spanish and English. Parents and guardians are encouraged to visit NSSF 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 charter school. Education Code Section 47605(b)(5)(E).

Overview

All employees of NSSF show incredible dedication to both students and NSSF's mission. Employees are innovative leaders with a passion for lifelong learning. They're committed to developing the social, civic, character, and academic potential of each student. All staff members possess experience and expertise appropriate for their position according to NSFF's adopted personnel policies, and federal and state law applicable to NSSF. It is our intent to hire employees who are dedicated to providing instruction for children according to the State Standards. Selection and appointment of employees of NSFF is at the exclusive prerogative of NSFF. As such, those who work at The New School of San Francisco are selected, employed, and released by the NSSF Board of Directors, which sets 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 actual or perceived characteristics of race, religion, creed, color, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, gender, gender expression, gender identity, physical or mental disability, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. 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 with a Head of School. The New School of San Francisco shall comply with all applicable laws regarding criminal background checks, including Education Code Sections 45125.1 and 44237.

Teacher Qualifications:

- Bachelor's degree (required)
- California state teaching credential, Intern Credential or Certificate as issued by the California Commission on Teacher Credentialing, including the following areas: Multiple Subject Credential or K-12 Single Subject Credential (required)
- Hold a SPED, BCLAD or CLAD credential, if applicable (required)
- Three or more years of teaching experience
- Deep commitment to collaboration and equitable teaching and learning pedagogies and approaches, including but not limited to culturally-responsive teaching, inclusion, anti-bias education, restorative practices and differentiation

Director of Curriculum & Instruction Qualifications:

- Bachelor's degree (required)
- California state teaching credential, Intern Credential or Certificate as issued by the California Commission on Teacher Credentialing, including the following areas: Multiple Subject Credential or K-12 Single Subject Credential (required)
- Hold a SPED, BCLAD or CLAD credential, if applicable
- 10 or more years of experience
- Experience developing progressive curriculum
- Knowledge of a wide variety of interventions and assessments
- Experience delivering professional development
- Coaching and management experience
- Excellent project management and organizational skills
- Demonstrated ability to work in a fast-paced, high-energy environment with a proven ability to meet and complete multiple deadlines and tasks

The New School of San Francisco Petition

- Results-oriented, hands-on team player who is dedicated to getting the job done
- Humility and self-awareness
- The ability to receive and act upon adjusting feedback
- 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

Learning Specialist Qualifications:

- Bachelor's degree (required)
- California state teaching credential, Intern Credential or Certificate as issued by the California Commission on Teacher Credentialing, including the following areas:
Multiple Subject Credential or K-12 Single Subject Credential (required)
- Special Education Credential
- Five or more years of teaching experience
- Case management experience
- Deep commitment to collaboration and equitable teaching and learning pedagogies and approaches, including but not limited to culturally-responsive teaching, inclusion, anti-bias education, restorative practices and differentiation

Director of Special Education Qualifications:

- Bachelor's degree (required)
- Special Education Credential
- 10 or more years of Special Education work
- Management and case management experience
- Knowledge of a wide variety of interventions and assessments
- Excellent project management and organizational skills
- 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 and self-awareness
- The ability to receive and act upon adjusting feedback
- Belief in the mission and values of The New School of San Francisco
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Director of Student Access Qualifications:

- Bachelor's degree (required)
- Special Education Credential (preferred)
- 10 or more years of related work
- Knowledge of a wide variety of interventions and assessments
- Knowledge of Tier-1 and Tier-2 students supports
- Strong background in Restorative Practices and social-emotional learning
- Excellent project management and organizational skills
- 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 and self-awareness
- The ability to receive and act upon adjusting feedback

The New School of San Francisco Petition

- 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

Director of Community Qualifications:

- Bachelor's degree (required)
- 10 or more years of related work
- Experience organizing, mobilizing, and/or partnering with families
- Strong communicator
- Strong background in Restorative Practices and social emotional learning
- Excellent project management and organizational skills
- 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 and self-awareness
- The ability to receive and act upon adjusting feedback
- 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

Operations Manager Qualifications:

- Bachelor's degree (required)
- 5 or more years of related work experience
- Excellent organization, time management, and follow-up skills; ability to multitask and organize work to complete projects despite regular interruptions
- Ability to think analytically; can both dive deeply into the details and also step back and understand the big picture and notice patterns and when things don't add up
- Intermediate level of proficiency with data-management systems; proficient in Microsoft Office applications and website management
- 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

Director of Operations Qualifications:

- Bachelor's degree (required)
- 10 or more years of related work experience
- Management experience
- 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 and 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

The New School of San Francisco Petition

Head of School Qualifications:

- Bachelor's degree (required)
- 10 or more years of related work experience
- Individual and team management experience
- Experience running a school or large organization
- Excellent project management, organizational, finance, and budgeting skills
- Experience fundraising
- Demonstrated ability to work in a fast-paced, high-energy environment with a proven ability to meet and complete multiple deadlines and tasks
- Humility and self-awareness
- The ability to receive and act upon adjusting feedback
- 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

ELEMENT F: HEALTH AND SAFETY OF PUPILS AND STAFF

Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

- (i) That each employee of the school furnish the school with a criminal record summary as described in Section 44237.*
- (ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (H), inclusive, of paragraph (2) of subdivision (a) of Section 32282 and procedures for conducting tactical responses to criminal incidents.*
- (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school. 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. These procedures will be incorporated into NSSF's student and staff handbooks which shall be reviewed on an annual basis by the Heads of School and Board of Directors. NSSF shall ensure that staff are trained annually on the health and safety policies. The following is a summary of The New School of San Francisco's policies and procedures:

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. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. NSSF shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. Heads of School shall monitor compliance with this policy and report to the Board of Directors on a regular basis. The Board President shall monitor the fingerprinting and background clearance of the Heads of School. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee. The New School of San Francisco will comply with all applicable state and federal laws regarding background checks and clearance of all personnel. Additionally, NSSF will comply with all state and federal laws concerning the maintenance and disclosure of employee records.

Role of Staff as Mandated Child Abuse Reporters

All employees will follow all applicable reporting laws, the same policies and procedures used by the District. NSSF shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

Tuberculosis Risk Assessment and Examination

Employees and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

Immunizations

All enrolled students who receive classroom-based instruction 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.

Medication in School

The New School of San Francisco will adhere to Education Code Section 49423 regarding administration of medication in school. NSSF will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

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.

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:

- A description of type 2 diabetes.
- A description of the risk factors and warning signs associated with type 2 diabetes.
- 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.
- A description of treatments and prevention methods of type 2 diabetes.
- A description of the different types of diabetes screening tests available.

Suicide Prevention Policy

NSSF shall maintain a policy on student suicide prevention in accordance with Education Code Section 215.

Prevention of Human Trafficking

By January 1, 2020, NSSF shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 12 of human trafficking prevention resources.

Feminine Hygiene Products

NSSF will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.

Nutritionally Adequate Free or Reduced Price Meal

NSSF shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each school day.

California Healthy Youth Act

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-12, at least once in junior high or middle school and at least once in high school, pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*).

School Safety Plan

NSSF shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(H):

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any schoolwide dress code that prohibits students from wearing “gang-related apparel,” if applicable
- procedures for safe ingress and egress of pupils, parents, and employees to and from NSSF
- a safe and orderly environment conducive to learning
- procedures for conducting tactical responses to criminal incidents

Emergency Preparedness

The New School of San Francisco shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the facility 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 response, including appropriate “first responder” training or its equivalent. 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.

Bloodborne Pathogens

The New School of San Francisco shall meet state and federal standards for dealing with bloodborne 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 bloodborne viruses, 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.

Drug-free, Alcohol-free, Smoke-free Environment

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

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 California Building Standards Code. 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. NSSF shall conduct fire drills as required under Education Code Section 32001.

Comprehensive Discrimination & 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 the actual or perceived characteristics of race, religion, creed, color, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. 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.

Bullying Prevention

By December 21, 2019, NSSF shall adopt procedures for preventing acts of bullying, including cyberbullying. NSSF shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated school site employees and all other school site employees who have regular interaction with children.

ELEMENT G: RACIAL AND ETHNIC BALANCE

Governing Law: The means by which the charter 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 school 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, including immigration status, 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 and retain a diverse student body and to ensure that this 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 Introduction section for greater detail). The New School of San Francisco shall proactively recruit students in underrepresented areas and provide assistance to families in completing and returning application, enrollment and registration forms. 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:

- Maintaining recruitment and communication strategies, timelines, and processes that are equitable, transparent, multi-lingual, and broad-based.
- Creating and distributing application and enrollment resources in languages and formats that increase access, especially amongst underrepresented communities. These efforts should continue to limit, if not eliminate, any time and resource barriers preventing interested families from applying.
- Distributing information at locations accessible to families, including pre-schools, churches, libraries, and community and commercial centers.
- Hosting tours, information sessions, and community events at and outside of school. Outreach efforts will focus on underrepresented communities.

More detail about our outreach efforts and Community Engagement Model can be found in Appendix D.

ELEMENT H: ADMISSION REQUIREMENTS

Governing Law: Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (d). 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 or 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, as required by Education Code Section 47605(d)(2)(A), with no specific requirements for admission (e.g. minimum grade point average, test scores, discipline records, etc.).

The New School of San Francisco shall admit all pupils who wish to attend. No test or assessment shall be administered to students prior to acceptance and enrollment. The New School of San Francisco will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state. In accordance with Education Code Sections 49011 and 47605(d)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

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

- Completion of a student application form by the stated deadline
- Enrollment packets for students who are admitted will also gather the following:
 - Proof of Immunization
 - Home Language Survey
 - Completion of Emergency Medical Information Form & Health Survey
 - Proof of minimum age requirements
 - Address Verification (i.e. rental agreement or utilities bill)
 - Signed Permissions and Policies form
 - Release of Records form

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

In the case of a public random drawing, admission preferences shall be in the following order:

1. Siblings of students admitted to or attending The New School of San Francisco;
2. Pupils eligible for Free and Reduced Price Meals ("FRPM") who reside within the boundaries of the District, not to exceed 33% for each grade*;
3. Children of employees and board members of The New School of San Francisco, not to exceed 10% of the total enrollment*;
4. All other pupils residing in the boundaries of the District.
5. Pupils residing outside the boundaries of the District.

**Admission preference caps do not limit the number of students in each of these categories who will be enrolled in NSSF, only the scope of the preference. For example, once the population at each grade level at NSSF reaches 33% FRPM (preference 2), the remaining FRPM-eligible students will be considered among the other pupils of the District (preference 4).*

The Charter School and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(d)(2)(B)(i)-(iv).

The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the Heads of School). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

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 waitlist 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 waitlist carry over to the following school year.

The school is committed to recruiting and retaining a diverse student population and have implemented a comprehensive plan to achieve our desired balance. *Please refer to Appendix D for the Community Engagement Model.* Given NSSF's high demand and low attrition, we view the FRPM preference as an essential complement to our recruitment and retention efforts and our goal of increasing student diversity along socio-economic lines. *Please see Appendix H for our latest material revision request to revise admission preferences submitted to the SBE.*

Planned Application, Public Random Drawing & Admission Schedule

The following estimated application, public random drawing, and admission schedule is proposed and may be amended by The New School of San Francisco as necessary. The final schedule and due dates will be communicated to interested parents and students on The New School of San Francisco's website.

1 October – 1 March	Application forms available at NSSF or online.
1 March	All application forms due to NSSF.
16 March	Public random drawing conducted (if necessary). Parents do not need to be present to participate.
20 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 NSSF.

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 charter schools 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 of the Board, to be appointed by the Board President, 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 Heads of School will facilitate the audit. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be 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 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 Heads of School, 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 from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

- (i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.*
- (ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:*
 - (I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.*
 - (II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.*
 - (III) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii). Education Code Section 47605(b)(5)(J).*

Policy

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, NSSF has reviewed Education Code Section 48900 *et seq.* which describes the non-charter 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.* NSSF 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, NSSF has been closely following the movement from school districts across the country to abandon harsh punishments in favor of research-based alternatives that support safe schools and equity for all students. We are similarly committed to implementing 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. NSSF 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 and involuntary disenrollment policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Head of School'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 NSSF has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") 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. NSSF 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.

No student shall be involuntarily removed by NSSF for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, NSSF shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until NSSF issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

Procedures

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.

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, 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, which includes, but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.
- 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) Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and databases.
- l) 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.
- m) 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.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) 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.
- p) Made terrorist threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. 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, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- q) 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.
- r) 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.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or 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 the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This

section shall apply to pupils in any of grades 4 to 12, inclusive.

- t) Engaged in an act of bullying, including, but not limited to, bullying by means of an electronic act.
- “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.
- “Electronic Act” means the creation or 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:
- v. A message, text, sound, video, or image.
 - vi. 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.
 - (d) An act of cyber sexual bullying.
 1. For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 2. For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
 - vii. Notwithstanding subparagraphs (i) and (ii) 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.
- u) 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)(a)-(b).

- v) 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 a Head of School 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 a Head of School or designee's concurrence
- b) Brandishing a knife at another person.
- c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n).

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, 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, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- 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) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) 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.
- m) 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.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) 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.

- p) Made terrorist threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. 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, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- q) 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.
- r) 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.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or 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 rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying by means of an electronic act. "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.

"Electronic Act" means the creation or 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:

 - v. A message, text, sound, video or image.
 - vi. 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.
- vii. An act of cyber sexual bullying.
- 1. For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - 2. For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- viii. Notwithstanding subparagraphs (i) and (ii) 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.
- u) 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 (3)(a)-(b).
 - v) 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 a Head of School 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 a Head of School or designee’s concurrence.
- b) Brandishing a knife at another person.
- c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n).

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm 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 In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy..

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.

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 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:

Conference

Suspension shall be preceded, if possible, by a conference conducted by a Head of School or designee with NSSF employee who referred the student to a Head of School or designee.

The conference may be omitted if a Head of School 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 NSSF 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, in accordance with Education Code Section 47605(b)(5)(J)(i). This conference shall be held within two (2) 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.

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 NSSF 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.

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 a Head of School 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. In such instances when NSSF has determined a suspension period shall be

extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by a Head of School 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.

Authority to Expel

As required by Education Code Section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial NSSF Board following a hearing before it or by the NSSF Board upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Board as needed. The Administrative Panel shall 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. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense and the Board of Directors shall make the final decision.

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 a Head of School 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 in open session three (3) days prior to the dated of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) 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 NSSF to any other school District or school to which the student seeks enrollment;
- The opportunity for the student and/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.

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 NSSF 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.

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.

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.

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.

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.

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.

Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity 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.

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 NSSF. 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.

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.

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.

Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity 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.

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.

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.

Written Notice to Expel

A Head of School 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.

A Head of School 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, and b) The specific expellable offense committed by the student.

Disciplinary Records

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

No Right to Appeal

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

Expelled Pupils/Alternative Education

Parents/guardians of 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.

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 NSSF for readmission.

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 a Head of School or designee and the pupil and parent/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. A Head of School or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon NSSF's capacity at the time the student seeks readmission.

Notice to Teachers

The Charter School shall notify teachers of each pupil who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities**Notification of SELPA**

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

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 (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment, 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.

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:

- If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- 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, 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 NSSF, 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 direct 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.

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 in accordance with state and federal law, including 20 U.S.C. Section 1415(k) until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and The New School of San Francisco agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

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.

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

- Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- 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
- Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

Interim Alternative Educational Setting

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

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated NSSF's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if NSSF 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:

- 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 NSSF supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- The parent has requested an evaluation of the child.
- The child's teacher, or other NSSF personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other NSSF supervisory personnel.

If NSSF 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 IDEA-eligible children with disabilities, including the right to stay-put.

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

NSSF 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 charter school 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 applicants for positions within NSSF shall be informed of the retirement system options for employees of NSSF. This information shall specifically include that NSSF makes available to its employees a 403(b) retirement plan option and social security, and that accepting employment in NSSF may exclude the applicant from further coverage in the applicant's current retirement system.

NSSF will also make contributions for workers' compensation insurance, unemployment insurance, and any other payroll obligations of an employer. The Operations Manager will be responsible for ensuring that appropriate arrangements for coverage have been made for each employee.

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 charter school. 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 NSSF 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 NSSF 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 NSSF, except to the extent that such a right is extended by the local education agency.

ELEMENT M: EMPLOYEE RETURN RIGHTS

Governing Law: The rights of an employee of the school district upon leaving the employment of the school district to work at the charter school, and of any rights of return to the school district after employment at the Charter School. 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 NSSF will have no automatic rights of return to the District after employment by NSSF unless specifically granted by the District through a leave of absence or other agreement. NSSF employees shall have any right upon leaving the District to work in NSSF that the District may specify, any rights of return to employment in a school district after employment in NSSF that the District may specify, and any other rights upon leaving employment to work in NSSF that the District determines to be reasonable and not in conflict with any law.

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 NSSF provides no rights of employment at any other entity, including any rights in the case of closure of NSSF.

ELEMENT N: DISPUTE RESOLUTION

Governing Law: The procedures to be followed by the charter school 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 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 staff, employees and Board members of NSSF 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 Heads of School of The New School of San Francisco, or their respective designees. In the event that the District Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, NSSF 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 Heads of School or designee and Superintendent or designee shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (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 Heads of School of The New School of San Francisco, or their respective designees, and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the Superintendent and the Heads of School, or their respective designees, 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 Heads of School. 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 NSSF. 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. NSSF shall also maintain a Uniform Complaint Policy and Procedures as required by state law. Parents, students, Board members, volunteers, and staff at The New School of San Francisco will be provided with a copy of NSSF’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: SCHOOL CLOSURE PROCEDURES

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

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.

NSSF will promptly notify parents and students of The New School of San Francisco, the District, the County Office of Education, NSSF's SELPA, the retirement systems in which NSSF 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.

NSSF will ensure that the notification to the parents and students of The New School of San Francisco of the closure happens within five (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.

NSSF 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 it 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.

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. NSSF will also have an independent audit completed within six months after closure. NSSF will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by NSSF 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 nonprofit public benefit corporation and, upon dissolution of the nonprofit public benefit corporation, 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, NSSF 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 by a non-profit public benefit corporation, should the corporation dissolve with the closure of NSSF, 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 E, The New School of San Francisco will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

MISCELLANEOUS CHARTER PROVISIONS

A. Budget and Financial Reporting

Governing Law: The petitioner or petitioners also shall 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 E, please find the following documents:

- Budget narrative
- A three-year budget including cash-flow
- Budget assumptions
- Financial projections for 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.
- 2) By July 1, local control and accountability plan and an annual update 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, California 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. NSSF will provide evidence of the above insurance coverage to the District.

C. Administrative Services

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

The New School of San Francisco provides or procures 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 using the services of EdTec for initial back office and financial service operational needs. EdTec is not an educational management organization or charter management organization as defined in Education Code Section 47604(b). EdTec does not provide day-to-day operational leadership or oversight to its charter school clients. Rather EdTec is a high-quality contracted service vendor, supporting charter schools seeking to outsource their school business services.

Services that EdTec provides include:

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

Pursuant to Education Code Section 47604.32, the authorizer will be required to provide oversight and performance monitoring services, including monitoring NSSF and student performance data, reviewing NSSF'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 charter school. The description of the facilities to be used by the charter school shall specify where the charter 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. Over the past four years, we have, in part, developed our Board and established committees for this purpose. Our Board and Facilities Advisory Committee is comprised of community members with expertise in related areas (i.e. real estate, development, finance, law) and is focused on exploring options for a long-term home.

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 both adult- and student-learning resources; and
3. Able to house all students as enrollment grows year over year.

As a citywide school, locations in the central and east offer equitable access for a diverse community of families. 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 this charter (2025-26 School Year):

Overview:

- 468 students across 9 grades (K-8)
- Minimum of 21 teaching stations (2 per grade for elementary and 3 per grade for middle school)
- Approximately 50,000 square feet of facilities space

Key Facility Components:

- **Great room:** Common area for formal and informal gatherings. Serves as the community center of NSSF 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 feature.
- **Clustered classrooms:** Classrooms in same grade and level (kindergarten, lower elementary, upper elementary, middle school) will be located next to one another to enable both inter- and intra-grade collaboration. Ideally, classrooms will be outfitted with movable walls that suppress sound while supporting 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.
- **Home-school collaboration room:** Welcoming, inclusive space for families to congregate, meet, collaborate with/volunteer for teachers and staff, work independently, or socialize.
- **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. In a traditional school building, this space could be the adjoining hallways, outfitted with appropriate paneling and furniture, whereby the grades and/or subjects areas “own” the space and utilize it for exhibition and documentation.
- **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 50,000 square feet of space (approximately 100 square feet per student not inclusive of outdoor areas). 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 site's opening date or by a date otherwise agreed to between the parties.

E. Transportation

The New School of San Francisco will not provide transportation except as required by law.

F. Attendance Accounting

The New School of San Francisco maintains 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 State 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 SARC and 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 charter school and upon the school district. Education Code Section 47605(g).

The New School of San Francisco shall be operated by 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(d), an entity that grants a charter to a charter school operated by a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school 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 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.

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 renewal of The New School of San Francisco. The New School of San Francisco is eager to work independently, yet cooperatively with the District to establish the highest bar for what a charter school 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 strongest possible proposal requesting a five-year renewal term from July 1, 2020 through June 30, 2025.

APPENDIX A: REAUTHORIZATION

The New School of San Francisco Petition

CHARTER RENEWAL MEMO

Tuesday, April 9th

To: Emily Bobel Kilduff & Ryan Chapman
From: CDE

Dear Heads of School Bobel and Chapman,

The California Department of Education, Charter Schools Division, provides an annual academic update to the State Board of Education (SBE) in the form of an Academic Memo for each of the SBE authorized charter schools. This information below is being provided to each SBE authorized school in preparation for the annual Academic Memo that will be presented to the SBE members in June.

Attached is a high level review of your California Assessment of Student Performance and Progress (CAASPP) data by year for English language arts (ELA) and mathematics as reflected in the 2018 California Dashboard results for all students and student subgroup for each year the school has been authorized by the SBE.

New School of San Francisco (NSSF) is up for renewal in 2020. Please review the attached academic performance.

Written Response Needed: (no more than 3 pages)

Provide a written response in Microsoft Word format by **April 26, 2019**, and identify how you have or will address in your 2019–2020 Local Control and Accountability Plan (LCAP) or Annual update the goals and timelines for improving performance schoolwide and for how the low student groups (specifically, any area that is red on the California Dashboard) will be addressed. Please also state how the school will address any areas of decline (if applicable) in the coming school year. CDE will be reviewing your LCAP and this written response during upcoming monthly calls as part of the oversight process.

Renewal Criteria

Additionally, please be aware that California *Education Code* Section 47607 sets forth grounds for renewing a petition.

1. The authority that granted the charter shall consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor determining whether to grant a charter renewal.
2. The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

CDE will be reviewing the CAASPP results as part of the renewal process if NSSF submits its renewal petition to the SBE for approval.

The following is a list of schools within a 5 miles radius where the students would otherwise attend.

- Cobb (William L.) Elementary
- Chavez (Cesar) Elementary
- Flynn (Leonard R.) Elementary
- Parks (Rosa) Elementary

The academic performance of these schools may be used as the comparison schools for purposes of renewal.

The New School of San Francisco Petition

To further assist you, CDE has the following resources available to the school.

California Dashboard: <https://www.cde.ca.gov/ta/ac/cm/>

LCAP Resources: <https://www.cde.ca.gov/re/lc/planninglcapschoolplan.asp>

Please submit all Microsoft Word written responses to sbeoversight@cde.ca.gov. If you have any questions about this email or your written responses, please contact Carrie Lopes, Education Administrator, @ clopes@cde.ca.gov or by phone at 916-323-2694.

Thank you,

Chaddrick L. Owes, M.Ed.

State Board of Education Charter Schools Oversight

[California Department of Education](#)

[Charter Schools Division](#)

1430 N Street, Sacramento, California 95814

Phone: 916-445-6761

Email: coves@cde.ca.gov

2018-19 MEASURABLE PUPIL OUTCOMES REPORT

2017–18 Analysis of Measurable Pupil Outcomes June 2018 Report

This form provides a guide for State Board of Education–Authorized Charter Schools to report on the analysis of and progress on measurable pupil outcomes (MPO) to the California Department of Education. The MPO's are included in Element 2 of each SBE–authorized charter school petition and each school has five years, the charter term, to meet each MPO identified. Please return this completed form to your consultant by email by **June 30, 2018**.

Charter School Name: New School of San Francisco

Charter Term: July 1, 2015 through June 30, 2020

Grade Levels Served: K–3

Charter Number: 1742

CDS Code: 38-76927-0132183

Introduction:

The New School of San Francisco (NSSF) is a K-3 school located in the Potrero Hill area of San Francisco founded with three core pillars: inquiry, equity and personalized learning. We actively work to ensure a truly diverse student population across many axes including, but not limited to: socio-economic status, home language, race/ethnicity and family composition. We root our curriculum in a blend of CCCS, inquiry and equity to provide a broadened definition of student success.

Assessments:

Assessment is an essential part of the teaching and learning process. Assessment provides a common language of progress for use between students, parents and staff. Purposeful and precise differentiation is an integral part of our instructional model, requiring constant analysis of student progress. More largely, we are a results driven organization and will always seek to objectively measure our work with robust data and iterate our instruction to better meet student needs on an individual, classroom, or school level.

We also believe that no single score is sufficient to evaluate the performance of students or teachers. We use a variety of assessments and a series of checkpoints to understand the level of mastery of students across multiple depths of rigor. We assess across a wide range of outcomes including academics, social-emotional learning, inquiry and the engagement of our families. Teachers and leaders must have both a nuanced understanding of individual student levels across skills and content, as well as a broad sense of whole-child outcomes that guide specific actions and strategies taken for each child.

We believe in ongoing assessments to ensure strategies are always grounded in an authentic understanding of what a child is working on, where he/she is and what the 'stretch' (i.e. next goal) is for him/her. To do this, we use Individualized Learning Plans (ILP) that capture information on a child's progress. Our academic year is broken up into three inquiry arcs (trimesters) and we host conferences at the end of each arc to reflect with parents on where their child is and what growth we are working towards in the next year.

Individualized Learning Plans (ILP):

We introduce our Individualized Learning Plans (ILP) at the start of the year when individualized goals are set for each student in 5 domains. For most goal areas (reading, writing and numeracy), we set a quantitative (i.e. skill goal) and a qualitative (i.e. habit) goal. For Social-Emotional Learning (SEL) and Inquiry, we set a habit goal. Thus, each child has 10 unique goals we set strategies for and measure progress against throughout the year.. We were able to capture rich qualitative and quantitative data on all our children. The ILP captures information across the following learning domains:

- Literacy (reading & writing)
- Numeracy
- Social Emotional Skills
- Inquiry Skills

Goal 1: Academically thriving students

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

We continued to implement Teachers College Readers' and Writers' Project curriculum and to assess reading and writing we implemented the aligned assessments and rubrics. Our end of the year literacy assessments demonstrated the following outcomes:

Assessment	1516 % met or exceeded target	1617 % met or exceeded target	1718 % met or exceeded target
TCRWW Running Records (reading proficiency)	63%	61%	70%
TCRWW Writing Rubrics (writing proficiency)	71%	72%	74%

On our end-of-year TCRWP reading assessment, 70% of our students achieved proficient or advanced grade level equivalence. This is above our target of 65% and represents 9% growth school-wide from 1617 to 1718. On our end-of-year TCRWP writing assessment, 74% of our students achieved proficient or advanced grade level equivalence which is a 2% improvement from last year's 72% and exceeds our target of 70%. Proficient or advanced writing levels were based on TCRWP narrative writing rubrics for each grade level, so 74% of New School students scored a 3 or higher on their grade-level narrative rubric. This year, we spent significant time before the school year establishing grade-level reading and writing proficiency levels based on Teachers' College recommendations and staff expertise. As a result, we were aligned school-wide on how many levels students ideally would grow in each grade, as well as "graduate profiles" for proficiency as readers and writers, both based on student data at the beginning of the year.

Percent Met/Exceeded	Writing Habit	Writing Skill	Reading Habit	Reading Skill
Kindergarten	87.2%	93.6%	74.5%	78.7%
First	87.2%	83.0%	85.1%	68.1%
Second	85.1%	57.4%	85.1%	72.3%
Third	95.1%	53.7%	95.1%	73.2%

Each student had an end of year ILP habit goal and skill goal for both reading and writing. On average, our students met or exceeded 81% of their writing goals and 80.8% of their reading goals. In addition, on average across the school our students met or exceeded 80.9% of their overall literacy goals, exceeding our goal of 75% of goals met or exceeded. This is improvement over last year's outcomes of 71% of students meeting or exceeding their reading and writing goals.

Another way to look at our progress this year is by looking at the growth students made, as measured by A-Z independent reading levels.

Grade	Average number of reading levels students grew
K	4.3
1	5.8
2	4.3
3	3.6

We directed significant focus towards literacy this year - it was a priority area for teacher professional development and instruction. We incorporate a balanced literacy program. The components of a balanced literacy approach are: read alouds, guided reading, shared reading, interactive writing, shared writing, Reading Workshop, Writing Workshop and Word study. Our new to New School teachers received differentiated professional development in order to deeply understand these components and confidently incorporate them daily. Before the year began, our teachers spent time mapping out the assessment data and norming on what skills are required in order to meet each standard expectation. We ensured instruction was aligned with students' abilities. In addition, during our summer professional development, staff spent time training in Lucy Calkin's Readers and Writer's Workshop and an additional day of planning out their literacy scope and sequence, arc plans and weekly lesson plans. In addition, teachers were given opportunities to attend professional development outside our school. We had teachers attend Teacher's College Reader's Workshop training in New York.

Teachers differentiated instruction for literacy in many ways. For example, in reading and writing students were taught lessons whole group to get daily grade level instruction. Teachers used Lucy Calkins Reader's and Writer's Workshop curriculum as a guide and a tool to support their teaching but had freedom to modify their planning based on their students needs. Then students were pulled into both heterogeneous and homogeneous small groups. In the homogeneous reading groups, students were given instruction at their level which included phonics, high frequency words, conferring as they read, comprehension, and writing about reading. We utilized a leveled literacy intervention program and an online resource to help plan these lessons based on students needs found in their running records, exit slips, and daily observations. In heterogeneous groups, students worked on skills they may all need support on regardless of their level of proficiency. For example students may all need support in adding punctuation. In addition to small group instruction, students received 1-on-1 conferring where they received feedback based on their individual goals. Teachers focusing on equity in groupings, therefore those who were farthest below grade level had the most small group and 1-on-1 instruction.

Next Steps:

Our students' growth in literacy is due largely to the high level of differentiated instruction. Next year we will continue to focus on high quality literacy instruction, offering opportunities for teachers to receive professional development both in house and out. We will have a focus on differentiation to meet the needs of our students with exceptional needs by creating attainable goals with their support providers. We will spend time in professional development to norm across the school in running record and benchmark assessments to ensure students are graded fairly across the year. In addition, we will increase opportunities for students to set goals for themselves based on their ILP goals and with teacher feedback so they can assess themselves and know how they can achieve those goals. Likewise, we reworked our school day schedule to ensure it includes an intervention block that is specifically geared towards students who are below grade level in reading, writing and math to ensure they are receiving intensive and targeted literacy instruction, which should result in continued growth for those students.

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

Our students met or exceed their math habit goals at a rate of 86.2% across the school. This exceeds our set goal of 75% of students meeting or exceeding this goal. However, 72.4% of students met their numeracy skill goal. This fell short of our goal by 2.6 percentage points. We reflected on this data and were able to formulate some theories for this gap. This past school year we shifted our skill goal setting to be normed so that teachers and families set skill goals based on anticipated percentage growth on grade level benchmarks. Upon reflection as we shifted to a more normed process for quantifying skill goals there are areas that we can continue to align in. As an example, there is a difference in the percentage of students meeting skill goals from second grade (66%) to third grade (82.5%). This highlights our need to align on how we are setting skill goals that are both rigorous, but achievable.

Teachers also generated theories about their skill goal data and noticed that some grade-level benchmarks were not perfectly aligned to grade-level standards and were in some cases too rigorous. We plan to better align when writing our in-house assessments to ensure that rigor levels are matched across the level.

Outside of the measurable data captured in benchmark and problem solving assessments, all students are engaged in cross-curricular projects that utilize mathematical and reasoning skills daily. Students independently select tools such as varied manipulatives, number lines, and 100s charts to support their problem solving strategies. Students regularly reflect on the efficacy of chosen mathematical and recording strategies and set individual goals for their own work. This is reflected in our students meeting or exceeding their habit goals at a rate 86.2%.

Overall, 80.2% of numeracy ILP goals were met. This is an improvement from 72.4% of numeracy goals being met in the 16/17 school year. This is a testament to our next step initiatives from the previous year helping to move us forward.

The New School of San Francisco Petition

Individualized Goals in Numeracy:

Grade	% of Students Meeting/Exceeding Habit Goal	% of Students Meeting/Exceeding Skill Goal
K	85.1%	68.1%
1	76.6%	74.5%
2	93.6%	66%
3	90%	82.5%
Total	86.2%	72.4%

End of Year Numeracy Benchmark:

Grade	Far Below Proficient Score Below 60%	Below Proficient Score 60-79%	Proficient Score 80-89%	Advanced Score 90-100%
Kinder	0	8%	8%	84%
First Grade	8.5%	19%	32%	40%
Second Grade	8.5%	38%	32%	21%
Third Grade	14.6%	19.5%	32%	34%
Totals	8%	21%	26%	44.7%

Total students are proficient or advanced on standards-aligned benchmarks: 70.7%

Next steps:

We will continue to work towards a goal of 80% or more of all students will meet or exceed their ILP goals in mathematics. In working towards our goals we have hired two instructional coaches who will support teachers in their practices. The coaches will provide insights on benchmark alignment to common core state standards (CCSS), feedback on teaching practices and student engagement, and strategies for targeted small group instruction. Teachers will continue to engage in data driven instruction (DDI) through quarterly data cycle meetings. The DDI process allows teachers to examine student learning in a deeper level and address any misconceptions right away.

In addition to focusing on building mathematical skills and reasoning through the Standards for Mathematical Practices, we also plan to build our teachers' instructional toolboxes in Tier 2 mathematics interventions. This, along with identifying more math intervention curriculum and resources, will allow our teachers to better differentiate for a wide range of learners and build a more cohesive, robust and responsive math program allowing all students to meet their goals.

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

This year we continued to focus on science through the lens of inquiry and building inquiry process skills as they aligned to Next Generation Science Standards. We set the goal that an average of 75% or more of all students will "meet or exceed goal" on their individualized inquiry goal (as defined in their Individualized Learning Plan) and 88% of our students met their EOY ILP Inquiry goals, a 18% increase from 1617's outcome of 70% and over by 13% of our MPO target of 75%.

During the summer of 2017, a committee of teachers from grades K-2 formed the Inquiry Curriculum Committee. This group revised the Inquiry Skills Processing Rubric by which our teachers could assess for inquiry/deeper learning skills and set our end of year ILP habit goals against those measures on the rubric. Teachers built out what the rubric looks like at K-2 and 3-5 levels. Each grade level focused on one to two strands of inquiry processing skills to measure throughout the year (e.g. kindergarten focused on Communication and Collaboration). See table below for more detail.

Grade Level	1718 Inquiry Processing Skill Focus	Percentage of Inquiry Goals Met or Exceeded
Kindergarten	Communication and Collaboration	85%
1st Grade	Collaboration and Investigation	75%
2nd Grade	Reflection	94%
3rd Grade	Analyzing and Interpreting	100%

Teachers informally assessed students towards progress on these skills through use of rubric. Three times a year, at the end of each Arc, teachers measured growth of Inquiry Processing Skills using anecdotal notes, observational data, and performance tasks.

This school-wide assessment rubric ensured greater fidelity in inquiry assessment across classrooms.

Inquiry Process Skill	More Teacher Controlled		More Learner Controlled
	Emergent	Experienced	Masterful
	K-1	1-2	2-3
Collaborating	<ul style="list-style-type: none"> Has a sense of belonging in the group Has an expanding awareness of others and their experiences/needs Connection to the group is increasingly important Builds off strong relationships with peers Demonstrates understanding of turn-taking with peers Negotiates with others in play involving a common purpose or idea 	<ul style="list-style-type: none"> Participates in shared research and writing projects Participates in shared discussions on an inquiry topic (large and small group) Participates in group problem-solving discussions With support, poses possible solutions to identified problems in the community With prompting and support, considers two opposing perspectives and brainstorm possible solutions Demonstrates increased ability to hear, tolerate, accept and/or integrate another's ideas which leads to more complex collaboration 	<ul style="list-style-type: none"> Negotiates with others involving a common purpose or idea in project work or play Identifies a problem in the community and pose possible solutions Considers two opposing perspectives and identify at least one mutually beneficial solution Becomes more acutely aware of differences that exist among their peers and of social complexities and social structures/divisions Collaborates with a peer's ideas/interests to extend an inquiry
Observing	<ul style="list-style-type: none"> Has a strong sense of curiosity about the world Observes and describes objects or specimens by using the five senses 	<ul style="list-style-type: none"> Curiosity begins to focus on individual interests/passions Can sort, classify, and order specimens by at least one physical attribute, based on observed characteristics 	<ul style="list-style-type: none"> Details multiple attributes from close observation and can describe increasingly complex systems Able to sustain observation over increasing periods of time and days
Questioning	<ul style="list-style-type: none"> Formulates questions, thinking and theories verbally and nonverbally Strong concern for fair/unfair, right/wrong often shapes inquiry questions and projects 	<ul style="list-style-type: none"> Asks questions to extend understanding With support, formulates a research question or inquiry focus prior to a field experience and demonstrates understanding for the course of action for desired investigation 	<ul style="list-style-type: none"> Independently formulates a research question and plans methods for investigation With support, uses high-level questioning to deepen investigation
Researching	<ul style="list-style-type: none"> Demonstrates increased confidence in exploring Identifies information relevant to the inquiry topic 	<ul style="list-style-type: none"> Gathers data using simple graphics and symbols to record observations With prompting and support, child reads informational texts appropriate to grade level and relevant to inquiry topic 	<ul style="list-style-type: none"> Gathers information from multiple sources (books, experts, peers' knowledge) to investigate a question Reads and understands a variety of informational texts Recalls information from provided sources (books, experts, peers' knowledge) to answer a research question

During the Inquiry Scope and Sequence planning, teachers started with the NGSS standards, unpacking the core ideas, practices, and cross cutting concepts. Teachers grouped NGSS standards to form the themes and big question for each Inquiry Arc. See example from Grade 3, Arc 1 below.

Arc 1 Big Question: What happens when organisms in the SF bay interact with each other and their environment?

<p>Essential Questions How are life structures and cycles similar across organisms? How are they different?</p> <p>How do organisms respond to changes in their environment?</p> <p>Why do organisms form groups?</p> <p>Where do organisms get their characteristics?</p> <p>How do we learn about the history of plants and animals?</p>	<p>Target Science/Social Studies Standards: From Molecules to Organisms: Structures and Processes</p> <ul style="list-style-type: none"> • 3.LS1.1- Develop models to describe that all organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death. <p>Ecosystems: Interactions, Energy, and Dynamics</p> <ul style="list-style-type: none"> • 3.LS2.1 - Construct an argument that some animals form groups that help members survive. <p>Heredity: Inheritance and Variation of Traits</p> <ul style="list-style-type: none"> • 3.LS3.1 - Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group similar organisms. • 3.LS3.2 - Use evidence to support the explanation that traits can be influenced by the environment. <p>Biological Evolution: Unity and Diversity</p> <ul style="list-style-type: none"> • 3.LS4.1 - Analyze and interpret data from fossils to provide evidence of the organisms and the environment from which they lived years ago. • 3.LS4.2 - Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing. • 3.LS4.3 - Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all. • 3.LS4.4 - Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.
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Next Steps:

In the summer of 2018, our teachers will continue to refine our Inquiry Process Skills Rubric so that it is more user friendly and applicable to all content areas. As an inquiry based school, we are working towards having our inquiry processing skills permeate all subject areas. We also will build out more clear exemplars within the rubric, potentially focusing on one Inquiry Processing Skill school wide so that we can more explicitly measure student growth in process skills. The newly revised rubric will also be more easily applied to other content areas. We will continue to hold a high bar with at least 75% of students meeting or exceeding their inquiry habit goal.

Our teachers will continue to craft scope and sequence for our inquiry curriculum for next year. Through our partnership with the Institute for Inquiry/Exploratorium, they will continue to embed NGSS into our inquiry arcs. As a school, we also have made the decision to have discrete Science and Social Studies blocks. We will continue to build out assessment tools including performance tasks and assessments to gather more information on student progress against NGSS standards.

Science will again be an overarching lens for all of our inquiries and aligned to the NGSS standards. We will continue to implementing regular data cycles to gather evidence of students' progress towards NGSS and inquiry skills to work towards our two goals we did not address this year:

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

2. 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.

Lastly, in partnership with the Exploratorium, we will continue to develop our inquiry skills rubric to aid in assessment of deeper learning skills. As a staff we will review the need for additional assessment tools in order to better track students' progress against NGSS standards during our summer professional development. We will also be stepping back on the goal of NGSS aligned portfolio submissions to determine how we might implement those within our context.

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

We integrated social studies through our inquiry-based science curriculum this year. For example, 2nd grade teachers wrote an inquiry arc about patterns that create change on earth, which incorporated social studies in this manner:

SECOND GRADE ARC 2 PLANNING

Big Ideas: Patterns that create change	
Content Lens: Science	
<p>NGSS Aligned Science Standards: 2- ESS2.C: The Roles of Water in Earth’s Surface Processes: Water is found in the ocean, rivers, lakes, and ponds. ESS2.A: Earth Materials and Systems Wind and water can change the shape of the land. ESS1.C: The History of Planet Earth Some events happen very quickly; others occur very slowly, over a time period much longer than one can observe. ESS2.B: Plate Tectonics and Large-Scale System Interactions Maps show where things are located. One can map the shapes and kinds of land and water in any area.</p>	<p>Aligned Social Studies Standards: D2.Geo.1.K-2. Construct maps, graphs, and other representations of familiar places D2.Geo.12.K-2. Identify ways that a catastrophic disaster may affect people living in a place. D2.Geo.11.K-2. Explain how the consumption of products connects people to distant places.</p>

The big question of the year was “How do movement and change affect life on earth?” Students explored this question through science concepts and content, but also reflected on the impacts of change on humans, and how human patterns create change. While we did not incorporate a standardized assessment specific to social studies, we did track students’ learning through explicit reflection circles, student presentation of new understandings during Expositions and an end of the year portfolio. Our anecdotal assessments as well as end of Arc Expositions documented students learning, questions and end of arc understandings of these core practices. Student learning was made clear through presentations, writing/drawing, videos, performances and conversations with peers and adults. In addition, pieces of the students’ most illustrative work was incorporated into their end of the year portfolio.

Next Steps:

Over the summer, our teachers will write our curriculum for year 4 and will explicitly measure inquiry processing skills across subjects including social studies and science in our planning. By using inquiry and SEL skills as a guide, we will map out the progression of social studies standards using the C3 Social Studies Framework against the big idea of the year. Much of our professional development will be focused on incorporating more social studies big ideas and concepts into our inquiry arcs and aligning them to support our science concepts. As a result we anticipate that:

1. An average of 70% or more of all students will earn a proficient or advanced rating on end-of-year social studies report cards
2. 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.
3. 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)

MPO 5: Students will gain proficiency of the Spanish language.

This year our students received approximately 100-120 minutes of Spanish instruction per week from our Spanish teacher. In each session they had opportunities in both receptive and expressive language acquisition as well as frequent opportunities for both formal and informal language development. A variety of learning modalities were employed including, but not limited to: reading, dialogues, songs, movement, drawing/writing, peer sharing and games. She conducted weekly informal assessments through writing samples, teacher observations and mixed group conversations. In addition, she pulled small groups of native Spanish speakers to do more targeted work on developing their reading, writing and speaking in Spanish.

This year the Spanish curriculum changed. Our Spanish teacher planned 3 arcs of language lessons around basic conversation skills integrating vocabulary, expressions and practice and not the inquiry arc themes like previous years. Because of this change, students were able to practice Spanish on a more regular basis even extending it to our

afterschool program Exploremos. Based on the end of the year goals for each grade, this year our Spanish teacher was able to perform oral, written and reading individual assessments for all our students, in which 83% of our students meet or exceeded their end of year Spanish goals. The table below shows the goals and breakdown for each grade level.

Grade	End of Year Goals	Percentage Met or Exceeded
K	<ul style="list-style-type: none"> Understand calendar, days of the week and weather (oral) Describe how he/she is feeling (oral) Describe basic animals using colors, shape and size (oral) Count to 40 (oral) Sort garbage into 3 different bins - recycling, compost and trash (oral) 	90%
1	<ul style="list-style-type: none"> Understand calendar, days of the week and weather (oral, reading and writing) Describe how he/she is feeling (oral, reading and writing) Describe basic animals using colors, shape and size (oral, reading and writing) Count to 40 (oral, reading and writing) Sort garbage into 3 different bins - recycling, compost and trash (oral, reading and writing) 	79%
2	<ul style="list-style-type: none"> Use + understand basic Spanish vocabulary such as food, likes and dislikes in complete sentences (oral) Respond and have basic oral introductory conversations (hello, how are you, my name is...) Use + understand basic reuse, reduce and recycling prompts in Spanish (oral) 	79%
3	<ul style="list-style-type: none"> Use + understand basic Spanish vocabulary such as food, likes and dislikes in complete sentences (oral, reading and writing) Respond and have basic introductory conversations (hello, how are you, my name is...) (oral, reading and writing) Use + understand basic reuse, reduce and recycling prompts in Spanish (oral, reading and writing) 	83%

In addition our Spanish teacher had students perform whole school presentations 3 times a year for the whole community. Each grade sang 3 songs in Spanish, which made a total of 12 songs by the end of the year.

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

The school continues to prioritize closing the achievement gap by providing strategic intervention to meet the needs of all learners. Our continued growth in this area is demonstrated by our growth of our English Language Learners. NSSF currently has 32 ELLs enrolled. Our education model provides opportunities for our teachers to target intervention with group instruction. The co-teacher model reduces our student-staff ratio to 12-1, and allows us to implement 'equity groups.' The equity groups were implemented with more fidelity this year (primarily in our upper grades), and produced more intensive intervention for our students who required additional reading and numeracy instruction. Our teachers used the mid year data review to re-calibrate our mindset around serving our underperforming students. Each grade level engaged in exercises exploring our school data, and shifted the intervention and groupings of our students. Leveled Literacy Instruction (LLI) intervention was utilized to address the gap in reading achievement. After targeting intervention for our ELLs, our school produced the following end of year data for literacy and numeracy:

		Reading Achievement	Numeracy Achievement
		On or above grade level	80% or above on standards-aligned benchmark
All Students (183)	183	71.04%	71%
English Language Learners (32)	32	56.25%	66%

As indicated by the above data, 56% of our ELLs are "on or above grade level" in literacy, and 66% of our ELLs are "80% or above on standards-aligned benchmark" in numeracy. We recognize that there is still an achievement gap between

ELLs and 'all students.' NSSF is committed to continuing to strategic plan to address this gap, and has clear next steps for developing our ELL programs.

Next Step

The English Language Proficiency Assessment for California (ELPAC) was introduced this spring and NSSF will undergo our first round of initial assessment in the fall of 2018. The information gathered from the ELPAC will help inform our leadership team's strategic planning for site wide priorities, and will inform our teachers when designing lesson plans and arcs of intervention. During the 2017-2018 school year, NSSF re-classified two ELL's for the first time, and in the fall, 3 additional ELL students will be eligible for re-classification. Additionally, NSSF will form an English Learner Advisory Committee (ELAC) for the '18-'19 school year. The ELAC will work to engage the parents of our EL's in all facets of learning at NSSF, and will design parent workshops and events tailored to addressing the achievement gap.

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

Currently, 9% of our students have IEPs, which was a decrease from the 2016-2017 school year when 14% of the students had IEPs. The decrease in percentage of students with IEPs is largely due to enrolling a new kindergarten class (48 students) of which non had IEPs. We also had one student with an IEP transfer schools in the fall. During the 2017-2018 school year, the Special Education team completed ten assessment plans, ranging from evaluations for academic eligibility to occupational therapy needs. Of the ten assessment plans completed, five were for students with already existing IEPs. For these five students, three of them qualified for additional academic services, one for additional assistive technology, and one for additional behavioral interventions. Five students were provided with evaluations after assessment plans were signed (without previously receiving intervention through an IEP). Of these five students, three students qualified for specialized academic instruction, one student qualified for academic intervention and social-emotional intervention, and one student did not qualify for IEP services. Of the 16 students with IEPs, two were recategorized according to their disability category, and received an increase in specialized academic instruction (SAI).

Assessment Plans (Services Added to IEP's in 2017-2018)

Assessment Plans	Specialized Academic Service Added	Occupational Therapy Added	Social-Emotional Learning Added	Behavioral Intervention Added
10	6	3	3	2

To accommodate our school's need to provide additional SAI, we expanded our Learning Specialists' capacity by increasing the role from 1.0 full time employee (FTE) to 1.5 FTE. Additionally, NSSF leadership developed an administrative role (Director of Student Access) to oversee Special Education processes for the school, and serve as the school's fifth member of the Leadership Team. Additionally, we hired a second classroom teacher who was completing her SPED credential to allow for an increase in targeted intervention in the classroom.

This year, we continued our partnership with Seneca Family of Agencies in order to help support our Special Education department. Through the Seneca partnership, the school was able to provide Occupational Therapy, Behavioral Services, Clinical Services, and receive support with compliance and administration of IEPs. The SPED team placed a priority on increasing collaboration between the classroom teachers and specialists. The SPED team held bi-weekly meetings, monthly classroom teacher/learning specialist collaboration meetings, and Coordination of Services Team (COST) weekly meetings to identify students who may require a more intensive level of support. The focus of collaboration was to build the teacher's tool-kit to differentiate instruction, and provide intervention targeting the student's specific IEP goals. Our school philosophy as an inclusion school places a premium on integrating all tiers of intervention into the classroom environment.

Of students with IEPs, 50% of those goals were met or exceeded. This percentage does not capture the partial progress that was made by many students, despite not meeting an entire goal. Each student made progress on their academic goals, and we observed the greatest growth on Speech and Occupational Therapy goals. While the SPED team and school Leadership Team acknowledge positive progress for our students meeting IEP goals, the barriers to reducing the achievement gap are evident when looking at the progress for our students receiving special ed services on reaching reading and numeracy achievement.

	Reading Achievement	Numeracy Achievement
	On or above grade level	80% or above on standards-aligned benchmark
All Students	71.04%	71%
Students with IEPs	18.75%	31%

Next Steps:

The focus of the SPED/Inclusion team has been to ensure that we are reducing the achievement gap. The school Leadership Team recognizes that our students with IEPs continue to experience challenges reaching their IEP goals and reaching grade level benchmarks in reading and numeracy. To address these challenges, the school leadership is restructuring our team of interventionists and coaches. Beginning in the fall of 2018, NSSF will have a curriculum and instruction (C&I) team. This team will consist of the Director of Curriculum, Director of Student Access, both instructional coaches, and both academic interventionists. This group will restructure our model for collaboration between SPED and the classroom setting, to move toward our goal of full inclusion. The C&I team will focus efforts on coaching teachers to differentiate instruction in the classroom, will support interventionists implementing strategies to narrow the achievement gap, and will engage the entire community in exercises around best using data to inform decision making. The instructional coach for the third and fourth grade is a new hire, who comes to NSSF with a special education credential. This expertise will allow her to directly coach the academic interventionists on site, provide specialized academic instruction, and contribute to building out the curriculum for our pioneering fourth grade.

Additionally, NSSF leadership is adjusting the daily schedule for the upcoming school year. This schedule shift will allow for an 'intervention block' 4 days a week. During this 40 minute block in the day, teachers will provide targeted instruction to students who are below grade level or not meeting Individualized Learning Plan goals (independent of the IEP process). The intervention block will operate as a site-wide practice, and will be open to any student who is deemed in need of additional support. The C&I team will oversee the structure of the intervention block, and will work with the Coordination of Services Team to identify students who will benefit most from additional targeted instruction.

Goal 2: Self-reflective Individuals**MPO 1: Students will demonstrate growth in Emotional Intelligence competencies.**

We continued to implement several robust approaches to Social-Emotional Learning (SEL) including: school-wide PBIS system, a scripted SEL curriculum alongside an identity curriculum and spending significant portions of professional development norming on social-emotional learning and school climate. In the fall, we adopted two programs, Kimochis and Ruler; the former for explicit lessons on core social-emotional competencies and the latter to develop community, school climate and identity.

We developed a Social Emotional Learning committee that met to create a goal bank based on the CASEL (Collaborative for Academic, Social, Emotional Learning) competency framework (self awareness, self management, social awareness, relationship skills, responsible decision-making) as well as our school values (kindness, respect, responsibility, courage and curiosity). The goal bank offers teachers a variety of goals and skills per each core competency area. We used the goal bank to set end of the year goals and track progress towards those goals using a data assessment and reflection cycle we set last summer. We set a goal that 75% of students will "meet or exceed" their SEL goal, which is determined by each individual student, their teachers, and their families. This year, 75% of our students met or exceeded their EOY ILP goal for SEL which was an increase from last year's 71%.

Grade Level	% of Students who Met or Exceeded their SEL Goal
K	78.7%
1	74.5%
2	68.1%
3	80%
School Wide Average	75%

This year, we hired a Director of Student Access who focused on culture, climate, and supporting all social emotional learning and development. Our Director of Student Access led our Climate and Culture Committee alongside one representative from each grade level. This committee continued to work together on our PBIS (Positive Behavior Intervention System) implementation. Additionally, this committee trained educators on Tier 1 and Tier 2 supports and identified patterns of needs for students across the school. This Climate and Culture Committee met once a month and used data from culture walks and incident reports to highlight school wide trends and inform next steps for both the school as a whole and for individual grade levels and classrooms.

This year, staff, families, and students engaged in three different surveys. Our teachers took the MESH (Mindsets, Essential Skills, and Habits) survey to assess student behaviors and attitudes about school, learning and their relationships. Additionally, we continued to give both the SCAI (School Climate Assessment Instrument) and Climate and Culture surveys to families, students, and staff to help determine areas of strengths and stretches for our school. This data helped inform next steps for school wide initiatives that were determined by and thought through in the Climate and Culture Committee.

How supportive are students in their interactions with each other?		# of staff responses
Extremely supportive	21%	3
Quite supportive	64%	9
Somewhat supportive	14%	2
Slightly supportive	0%	0
Not at all supportive	0%	0

How often do you see students helping each other without being prompted?		# of staff responses
Almost all of the time	50%	7
Frequently	43%	6
Sometimes	7%	1
Once in a while	0%	0
Almost never	0%	0

Next Steps:

We will continue to work towards maintaining and growing our school wide average of met and exceeded SEL goals at 75%. In addition, we will continue to provide staff training through our Climate and Culture Committee and professional development on SEL instruction through our curriculum, Kimochis and Ruler. This year we implemented a First 6 Weeks plan to build strong classroom culture and school wide behavior. We will continue to use this plan as well as adding adjustments to set up even stronger schoolwide foundations during the first 6 weeks of school. Next year, we will work towards providing more student voice in SEL goals, as well as personal tracking of their goal growth. We want to scaffold students with skills in order to develop skills to become reflective on their personal social emotional growth. A large school wide focus was on creating empathetic students. Next year, we look forward to continuing our empathy development as well as helping students become change-makers in social justice.

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

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

In year 3, 100% of students had ILPs with specific learning goals based on their academic, social-emotional, and inquiry processing skills. Teachers collected quantitative and narrative data and observations on students in the fall in order to set goals and again in the middle and end of year to track progress towards each goal. Throughout the year, students in grades 1-3 self reflected on their ILP goals, and teachers used these self reflections to guide the narratives they wrote about each child in the middle and end of year ILP progress report. For example, first graders completed two written reflections on their progress as writers, identifying areas of strength and growth and setting clear goals for where they

want to continue to grow by the end of the year. These self reflections were then shared with parents. First graders also reflected verbally with teachers one-on-one to reflect on their growth and these goals as well as to go over their ILP Writing goals. 1st graders also self reflected on their SEL ILP goals verbally one-on-one with a teacher. Students reflected on the progress they had made towards their goal, what allowed them to make progress, further progress they want to make, and what supports they need to make that progress. In 2nd grade, students reflected orally and through writing on how they could achieve their SEL goals. In Math, 2nd graders self reflected on their Numeracy skills by completing a written questionnaire. In 3rd grade, students focused on self reflection in SEL and took on more ownership and investment of their goals. In the fall, teachers told students their SEL goals, and students self reflected on their progress in the winter and spring, answering three questions: What does this goal mean to me?; What progress have I made toward this goal?; What do I still need to do to meet my goal?

Next Steps:

Next year, all students (including kindergarten) will self reflect on their ILP goals and be more involved in creating these goals in the fall. Students will also reflect on their goals more frequently throughout the year, so that this reflection on targeted goals becomes a routine part of the school day. This will build naturally onto the daily reflection that students are already doing in the classroom across each curricular area, but be more focused on students' individual goals.

Goal 3: Creative problem-solvers

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

This year, we again met the goals that: 1) 95% of students will participate in Expositions at the end of each trimester and, 2) All students will practice creativity daily through music, art, and tinkering. During this year 100% of our students participated in all three Expositions - with opportunities to build prototypes, model homes, musical instruments, or solar systems models. All students had the opportunity to reflect on the inquiry process and their learning. Many students were asked to collaborate with peers on these learning projects and had regular opportunities to reflect on their collaboration skills. The three expositions were attended by a vast majority of our families and were predominantly student led.

With respect to the second goal, 100% of our students had a sequence of art, dance and tinkering class for 150 minutes a week over the course of the year. Our Art Teacher integrated the arts work fully into the inquiry work throughout the year (students who were studying weather learning a dance from West Africa, others who were studying animal adaptations to meet a human need working with mixed-media to build prototypes to name two examples). In addition, the Art Teacher taught a year long scope and sequence that touched on core artistic skills in those three domains.

Evidence that students built problem solving skills every day:

- Problem solving circles in which students discuss and solve SEL issues in the classroom
- Students ability to value and reflect on mistakes, and their confidence in fixing their mistakes
- Students used diverse strategies to show their mathematical thinking and conceptual understanding
- Students collaborated and engaged in discourse around solving problems that are rooted in a real life context
- Cross disciplinary instruction where students used their creativity in other subjects (ie planning, designing, and building, math games with an inquiry mindset)
- Students reflected on their learning process and self select goals
- Students took pride and ownership in their work during Exposition nights

Numeracy Problem Solving Data- 2017/2018

Grade	% of Students at 80% or higher
K	18% (this percentage would be much higher if not for the aspect of Ks needed to record)
1	87%
2	80%
3	75%
Total	65%

Next Steps:

Next year we will continue to support increasingly student-led Expositions and provide, through inquiry work, multiple opportunities to design, create, problem solve and use deeper-learning skills. We will also continue to offer Arts integrated inquiry work for our students, grounded in core artistic practices. We will also continue to use problem-solving circles in

SEL in order for all students to take ownership of the classroom community. In addition, we have a goal that 75% of students will score proficient or advanced by the end of each school year on various tools, assessments and rubrics that we will create. In the next year, we will be recommending removal of this goal from our measurable pupil outcomes as critical thinking and problem solving skills are assessed in our Inquiry Process Skills rubric and social emotional assessments.

MPO 2: Students will demonstrate high levels of cooperation.

Building on the work we did in years one and two around school culture, one of our school wide priorities this year was developing a cohesive, school-wide approach to culture and climate. This began by implementing a 6-week culture and climate plan for the launch of the school year. This laid the groundwork for fostering support and trust among the community. Student and staff collaboration was a key component of this year's plan. Examples of cooperation in the 6-week plan included:

- Students in each classroom brainstormed, edited, and wrote class agreements to set group norms for how they wanted to treat each other and feel in their classroom community
- Students in each classroom brainstormed and voted on a class name for their community
- Each teacher facilitated team building activities that helped students develop the foundational relationships needed for future collaborative academic activities.

After the 6-week launch, students continued practicing cooperative skills throughout the day. For example:

- Students worked in partnerships and small groups daily or weekly in Numeracy, Writing, Reading, and Inquiry.
- Across grades, a major component of inquiry was explicitly teaching collaboration. Students reflected on their collaboration skills, challenges, and successes. This naturally integrated SEL into this part of the day.
- Students shared exposition projects within and across classes and grade levels.
- Students had reading buddies in other grade levels that they met with each arc to promote school wide collaboration
- Students regularly gave and received feedback to each other

Next Steps:

Collaboration and cooperation are vital skills as community members and 21st century learners. We plan to further strengthen our school climate and culture to nurture cooperative mindsets and strategies amongst students. We witnessed enthusiastic participation by our students and tangible growth in their ability to cooperate over the last 3 years. We addressed problem solving skills through our Inquiry Process Skills rubric and social emotional assessments, but mainly focused on these skills during "Inquiry" blocks. Next year, we would like to emphasize the applicability of inquiry processing skills, including collaboration, across subjects by writing in students' progress on a specific inquiry skill three times during the year with specific examples in each subject.

Goal 4: Life-long learners

MPO 1: Students will develop a growth mindset.

This year we began with a more rigorous assessment calendar, with clear dates for data collection and reflection. This enabled us to track student progress in our major content areas (literacy, numeracy, inquiry and SEL) over the course of each trimester and our staff to reflect on student growth at the end of the year. In Literacy, students received goals written specifically on growth individualized to each student. For writing, all students were administered a narrative writing piece that they then took three times throughout the year with the intention of seeing growth across cycles.

Having established a regular cycle of school wide assessments and reflections also enabled our staff to work more responsively throughout the year to meet students' academic needs. Our staff was able to know with reasonable fidelity what interventions were needed and then adjust their instruction, differentiation and interventions to meet those needs. By responding more promptly to student assessments, students then get the right tool at the right time, enabling them to more quickly see their own growth. Students were then prompted throughout the year to share growth areas across curriculum they were proud of. By making a connection between SEL reflection practices and academic goals, students frequently reminded themselves and the class that 'practice makes progress'.

Although it is difficult to quantitatively track mindsets students have about their growth, the above data suggests that students are understanding their goals and making progress towards them. This year, we implemented a school-wide six week plan. This plan took place the first six weeks of school and focused on building a strong classroom/school culture which included a large emphasis on developing students' growth mindsets. Classes implemented a "My best self" weekly

goal tracker, where students would identify a skill or habit they wanted to work on to be their best selves and they would track their progress each week in working towards that goal. Several other teachers also worked with students to have them identify key collaboration skills they wanted to work towards and reflected on how it went at the end of each inquiry arc.

Next Steps:

While we have good foundation of documenting, tracking and reflecting on student growth there is still room for refining and improving our assessment processes. In addition, there is work for us to do in incorporating students into the process of how they best learn and grow. One clear next step here would be to establish a tool that allows us to track how a student is developing in their growth mindsets. A few ideas that come to mind include developing a "growth mindset" rubric or a survey tool that allows students to reflect on the growth of their mindsets. Our belief is that greater focus on mindsets will result in more students reaching their end of year ILP goals.

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

Our students continued to follow many interests outside of daily classwork; 100% of our students pursued interests outside of school this year, meeting our initial goal that 75% of students would pursue an interest outside of daily classwork. Some of those interests were:

- Rockband Land (a local children's music program)
- A music program with group singing and guitar lessons
- A New School soccer team
- A New School baseball team
- Sports: Soccer, baseball, gymnastics, tennis lessons, capoeira, Jiu-Jitsu, Taekwondo
- Dance
- Carnaval performance (students danced in the 40th anniversary celebration of Carnaval in the streets of SF)
- Dia de Los Muertos performance and event (students created and added to an altar, learned a dance, and prepared, served, and ate food made alongside our community)
- Lunar New Year event (students wrote their name in chinese characters, planted Bonsai trees, and prepared, served, and ate food made alongside our community)
- Visiting the public library, reading, writing books
- Cooking
- Art classes

While we didn't gather quantitative data towards the goal that 95% of students will identify "areas of strength" in their Individual Learning Plan, and identify steps to cultivate those strengths, teachers continued to work informally with students on their "strengths and stretches." Anecdotally there are many examples of students identifying their strengths within the school day:

- One class had students reflect on their strengths in collaborating and working on a team before they chose who to work on their inquiry project alongside.
- All classes participated in a "Best Self" process, where students identified Social/Emotional goals for themselves and self-assessed based on a color rubric. Every week, kids would set a new goal for themselves for the week ahead, and every day of the following week, students would reflect on their goals (independently or with a teacher) and color in their self-assessment based on the color rubric.
- All classes continued to implement end of arc reflective writing, asking students to answer questions about their learning: "What did I learn about this topic?" "What did I learn about myself?" "What might I try if I were continuing this project?"
- During writing conferences, students would use a checklist to self monitor their writing progress. Students would discuss what they thought they did well and which areas they would like to work on.
- Regularly after reading, writing, math and inquiry sessions, students were given opportunities to share what went well for them, what they're still wondering about, and plans for next steps.

Next Steps:

We will continue to support our students in identifying their strengths and cultivating their passions by providing ways for students to share about and practice their extra curricular activities and promoting community building across the school. In addition, we will continue our practices of cultivating student self-identification and reflection on their own strengths. In the next year, we will begin to develop our protocol for how students will participate in the ILP process, including how we build students' self identification of strengths and incorporate those into their ILPs.

Goal 5: Agents of positive social change

MPO 1: Students will demonstrate high levels of agency.

As much of the data in this report suggests, our students have many opportunities over the course of the day to make decisions about their learning. Inquiry is all about students having voice, asking questions and making decisions based on their interests. Common examples of how students demonstrated agency this year included:

- Students selected their inquiry groups and/or topics based off an area of interest (teachers do not put students in groups)
- Students answered the question at the end of the inquiry, "How might I share what I've learned with the community?" and from there, students determined a way in which they would document their learning (i.e. a poster, a project, a video, a book, etc.)
- 3rd graders wrote persuasive essays to the Leadership Team to suggest changes we can make to the school
- Students selected reading partners during choice reading time
- Students selected books of interest from the library
- Students utilized the 'cool down corner' or wellness center when they needed a break; children could go as needed and did not need permission to decide what their body and/or mind needed to be their best self

Next steps:

Student voice and choice will continue to be what drives many aspects of the learning and we will continue to empower our students take agency over their learning.

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

Inquiry also lends itself to taking action in the community. We believe that knowledge is power and we often ask students what they can do with their knowledge to make our community better. We appreciate that awareness of the world and inequities around us is an important starting place so students know the problems that need to be addressed. To build student awareness, some of the activities and projects over the course of the year included:

- Studying racial inequities, especially during (but not limited to) Black Futures week
- Studying prejudice and bias when it comes to who you love and who you are, especially during (but not limited to) Pride week
- Studying pollution and the impact on the environment
- Learning the importance of recycling and composting
- Studying various habitats and what causes species to become endangered or extinct
- Studying natural disasters and the impact weather can have on a community
- Participating in Cultural Shares in which family members shared their history with the class
- Listening to experts share their knowledge with us, including but not limited to:
 - Musicians from South America
 - Engineers
 - Landscape architects
 - Feminists
 - Authors

Projects and/or awards our students participated in this year included:

- Designing homes to withstand extreme weather conditions
- Planting healthy food to share with others
- Raising money to protect wildlife in the Bay
- Designing an airplane to collect pollution and smoke from fires
- Participating in the City of San Francisco's Environmental program and winning the 'Excellence Award' for consistent recycling and composting

Next steps:

We will continue to expose our students to the beauty and inequities in the world around us so they can consider how they might create change and help improve our community. We are incredibly excited to become one of the first waste-free schools in San Francisco and will begin our own on-site composting next year.

Goal 6: Engaged and empowered families

MPO 1: Families feel welcome and valued in the school community.

Just as we focused on building community within our classrooms, we continued a strong focus on building community amongst families and staff.

Our goals for the year are as follows:

- 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

For the 2017-18 school year, we administered two surveys: one mid-year (achieving a 89% participation rate) and one end-of-year family climate survey (achieving a 79% participation rate). *At least 89% of families completed at least one survey.* Surveys were made available electronically and in hard copy form, as well as translated into Spanish. Feedback strongly indicates that we are implementing effective strategies for authentically engaging and empowering families. The following data was gathered from participating families (at least 89% of total) in January and May ‘18:

- 100% of families agree or strongly agree with the vision, direction and leadership of the school;
- 97% of families feel valued as a member of New School SF;
- 95% of families feel their comments and concerns are heard by a New School SF Staff person;
- 96% of families agree that the school has provided opportunities to engage with other families.

Given our response rate and the above results, we have not only met but exceeded our MPO 1 goals of 75% of families feeling valued and heard.

This year we continued weekly home-school communications in both English and Spanish, and have the opportunity to receive information via email, text and/or hard copy. There were also multiple engagement opportunities, including (but not limited to!): volunteering in the classroom; serving on our Home & School Council committees; chaperoning field-trips; joining a affinity group; and/or organizing school-wide events. Parent participation in the school is both consistent and highly valued.

Next Steps:

We will continue to implement the strategies that have ensured our families feel engaged and empowered. We saw high participation in school sponsored events throughout the year and hope to continue those as well as begin parent education nights. We will also continue seeking feedback from families through our mid- and end-of-the year climate surveys, ad-hoc issue specific surveys (i.e. facilities and scheduling), 6-weekly Leadership Coffee Chats, and our 6-weekly Home and School Council meetings. We plan on having at least 15 structured opportunities for families to provide feedback in addition to open communications with their child’s (children’s) teachers and open access to the school’s leadership team.

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

In working towards our goal of 95% of families completing the bi-annual “School Climate Survey”, we prioritize the following: send the survey out via email and social media with multiple reminders; translate the survey; make survey available in hardcopy; and/or provide access to computers. In January ‘18, 89% of our families completed the survey. In May, 79% of our families completed the survey. This participation falls below our goal, but is an increase from 43% in the 2016-2017 school year.

In working towards our goal that 75% of families attend at least one school community meeting each year, we have continued our Home & School Council meetings (held every 6 weeks and followed by a Leadership Coffee Chat). Over the course of the year:

- 85% of our families have attended, in person, at least one school community meeting. We also stream/record our meetings and post online for those families that cannot or choose not to participate in person.
- The Leadership Team held frequent coffee chats about topics highlighted by parents as important (ILPs, Home School Connections, our new facility, PBIS, Special Education, etc).
- We introduced affinity groups for African American, Latino and LGBTQ families, and provided a space to come together, build community and organize larger school-wide events that were culturally responsive.
- We continue to implement a fair process model for decision making. This process requests input prior to making the decision and then provides clear rationale, expectations and next steps after a decision has been reached.

Next Steps:

We will continue to hold our Home & School Council meetings, coffee chats and affinity groups and regularly promote participation. We will continue to broaden the ways in which families can voice their perspectives and participate in our school meetings, including looking at timing of meetings, language assistance, and how technology can enable access. The success of our affinity groups led to collaboration in school wide events such as Día de los Muertos, Black Futures Week, and Pride Week at the school. We will also broaden the scope of affinity groups as well as introduce affinity groups for additional sub-populations of our families.

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

We retained and strengthened previous years' strategies for ensuring communication between school and home regarding student learning. Once again, 99% of families attend all three conferences over the course of the year, easily meeting our goal of 95%. Frequent, weekly (and at times daily) communication went out to families with updates, pictures, quotes and narrative from the classroom through a parent communication app [and printed hard copies for families that need it] and teachers sent two newsletters with curricular updates.

To understand our progress towards our second goal - that 75% of families report that they "*understand their student's learning goals and progress*" on the School Climate Survey by the end of the school year - we looked at the following data from our end-of-year survey:

- 100% report that they understand how their child is progressing academically and social-emotionally, an increase from 94% in 2016-17.
- 98% believe New School SF is delivering an inquiry-based learning experience for their child.
- 87% report New School SF is delivering a personalized learning experience for their child.
- 92% believe New School SF is delivering an equity-based learning experience for their child.

The above outcomes strongly support that we've surpassed our goals with respect to ensuring families understand how their child is learning.

Next Steps:

Given our success in meeting this outcome, we will continue to implement parent teacher conferences with flexible scheduling and persistent follow up for those families who might be harder to schedule with, including home visits if needed. We will also continue to communicate regularly through newsletters, Home & School Council meetings and the sharing of curricular resources around student learning and best practices in curriculum and instruction. For the 2018-19 school year, the school's leadership will implement a parent education series focusing on equity to continue to deepen understanding about student learning at New School SF.

Goal 7: Highly effective and engaged faculty

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

Just as we do with our students, our teachers each have a Personalized Growth Plan which outlines 3-4 goals for their growth in their roles. Two of the goal areas align to the CA Standards on the Teaching Profession and are selected by the teacher at the onset of the year. The other goals are related to our school's leadership values. Goals are set by October with the coach and strategies are co-developed to meet those goals. Key strategies over the course of the year to ensure meaningful growth include:

- Classroom observations and coaching debriefs with the Director of Curriculum and Instruction
- Ongoing professional development throughout the year (largely on Wednesdays when we are able to meet as a team for 3 years and one Friday per month)
- Learning cohorts for both Resident and Lead teachers to come together over the course of the year, share strategies and learn from one another
- Grade level collaboration
- Self guided learning in the form of attending conferences and/or attending different schools to learn from
- Mid and end of year reviews with managers to reflect on growth and progress towards goals

Results that we are proud of from this year include:

- 100% of teachers made meaningful growth against their individual goals
- 100% of teachers were able to get out of the building to learn – either at a conference, workshop or another school
- 93.4% of staff agree or strongly agree that they had opportunities to learn and grow this year

While areas of professional growth differed across teachers, we did focus on specific areas of learning as a school, including: 1) using data to inform instructional strategies, 2) developing a safe, supportive and joyful classroom environment, 3) tier one and tier 2 supports, and 4) inquiry as a means to deeper learning.

Next steps:

Next year, we will have two instructional coaches to meet the needs of our teachers and ensure more frequent and rigorous coaching exists. We will reflect on classroom and school-wide data more frequently to inform instructional strategies and we'll focus school-wide professional development on academic interventions and numeracy to improve outcomes for all learners and especially sub-groups who are behind. We will continue to survey our teachers often to understand what resources they need to succeed in their roles.

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

This is an area of strength as a school, and we have made good progress in ensuring our staff feel valued as we know it's a large driver of retention and overall effectiveness. To that end, we created a Staff Recruitment and Retention Committee this year made up of teachers to better understand the ways in which we can support our teachers to be their best in this challenging work. This committee conducted interviews of everyone at the school to understand various needs and from those interviews the committee determined key actions to help retain our teachers and ensure their experience is positive. Some of those actions included (but not limited to): ensuring transparency in decision making, creating 'families' within the school to build relationships, celebrating and appreciating one another regularly and creating more opportunities for feedback and coaching.

We are proud to report that:

- 81% of our entire staff will be returning in the fall; and 79% of teachers will be returning
- 100% of teachers feel trusted to teach in the way that is best for kids;
- 100% of staff report that the culture is 'extremely' or 'quite' positive;
- 96% of staff are extremely satisfied or satisfied with New School SF has a place to work
- 96.7% of staff report that "my supervisor or someone at work cares about me as a person"

Next steps:

Next year, we will continue to have the Staff Recruitment and Retention Committee come alongside the leadership team to help us bubble up concerns, feedback and needs from our staff. We will also continue to ensure we have an ear to the ground in other ways to meet staff needs, and we will continue to pause and appreciate the efforts and outcomes of our teachers and students. We will also ensure that we are having long-term career conversations with all staff so that they know we value them not just in the immediate but also in the long-term and want to support their ability to be part to this school for years to come.

The New School of San Francisco Petition

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

We are very intentional in our hiring process as we seek to attract, hire and retain and diverse staff. This past year, we partnered with Teach For America and Bay Area Teacher Training Institute, which are both diverse teacher pipelines for our Resident Teacher position. We communicate our intentions to be diverse through our website and all hiring materials and strive to create a welcoming interview process for candidates. Our data from this past year is below:

	Staff (n=32)	Students (n=183)	City of San Francisco
White	56%	49%	43%
African-American	9%	7%	6%
Latino	28%	18%	15%
Asian/ Pacific Islander	6%	23%	35%
Gender (non-conforming)	0%	0.55%*	**
Identify as LGBTQ	6%	0%*	**

*this is self reported data by students who are ages 5-8; we appreciate this is not fully accurate as students may not feel comfortable coming out and/or sharing yet

**this data was not reliable or available for the city of San Francisco

Next steps:

We will continue to broaden our network and build relationships with teacher pipelines that have diverse candidates. We will also ensure that our teachers of color, men and staff who identify as LGBTQ support the Staff Recruitment and Retention Committee to help us consider how we attract and hire diverse talent.

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

MPO 1: Student outcomes are equitable across lines of difference.

This is a clear area of growth for our school as we see gaps across lines of difference in our student data:

	Literacy		Numeracy	
	Reading Achievement	Reading Growth	Numeracy Achievement	Numeracy Growth
	On or above grade level	A-Z Reading levels / year	80% or above on Standards-aligned benchmark	40% + growth on benchmark
All Students (183)	71%	3.9	71%	55%
African-American or Latino (47)	55%	3.4	49%	65%
English Language Learners (32)	56%	4.1	66%	65%
Free or Reduced Price Lunch (27)	52%	2.7	41%	70%
Students with IEPs (16)	19%	2.2	31%	63%

Next steps:

We are concerned about the gaps in our data and will be doing a few things over the summer and into next year. First off, we are interested to see whether these gaps have narrowed over the last two years given that the above data is only a snapshot in time. If the data shows that these gaps have remained largely the same, then we have an even larger problem to address and need to understand why our targeted interventions and efforts with certain sub-groups are not working. If, however, the data shows that our gaps are *decreasing* year upon year, we can conclude that our interventions are having an impact. In either event, we know it's imperative to continue to do rigorous and targeted interventions for our students who are below grade level. (Please see above sections on supporting our English Language Learners and

students with IEPs to read specific strategies for those groups). In addition, we will be using data more often next year to reflect on growth by sub-groups and ensure we are adjust course more rapidly to support our struggling learners.

MPO 2: The student body will be diverse in many respects, and roughly mirror the diversity of San Francisco.

For our third year of recruitment, we continued to work towards the following goals:

- 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)

	<i>Recruitment Goals</i>	<i>2018-2019 Applicants</i>	<i>2017-2018 Student Body</i>	<i>City of San Francisco</i>
<i>Black/ African American</i>	15%	4%	7%	6%
<i>Latino</i>	25%	22%	18%	15%
<i>Asian</i>	25%	18%	23%	35%
<i>White</i>	25%	47%	49%	53%
<i>Multiple</i>	10%		4%	5%
<i>Free & Reduced Price Lunch</i>	45%	22%	17%	55% [SFUSD]
<i>ELL</i>	25%	N/A	17%	24% [SFUSD]
<i>Special Education</i>	N/A	N/A	9%	11% [SFUSD]

With regards to recruiting a diverse student body, we continued to find that many families, particularly those from low-income and/or underserved communities, were hesitant to accept admissions offers for two reasons: lack of a permanent facility (and the very real risk of relocation); and lack of an academic track record (i.e. state testing data). With targeted outreach and a significant increase in the number of applications, we held our lottery with 56% of our applicant pool identified as students of color, and 22% identified as socio-economically disadvantaged (FRL eligible and/or lack of college degree).

Year-on-year, we've seen a significant (30-35%) increase in demand for our school. We received 430 applications for 48 kindergarten spots and 590 applications in total for the 2018-19 school year. There is an active waitlist for every grade. We are humbled by this interest and encouraged to see applications from all corners of San Francisco.

Next Steps:

While we will continue to devote the majority of our recruitment resources towards diversifying our applicant pool, we are concerned that in the face of growing demand we will not be able to create a truly diverse student population without preferences in our lottery for low-income families. It is imperative that we submit and obtain a material revision from the state in order to support greater diversity in our lottery. We continue to search for a permanent site. Once located, we believe this will positively impact our ability to recruit families from low-income and/or underserved communities. Diversifying our student body continues to be one of the school's highest priorities, particularly with respect to increasing our socio-economic diversity.

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

We looked at the opportunities for family involvement and families' access to decision-making to track progress against this goal. We found that:

- Family representation on school decision-making bodies roughly mirrors the composition of the school, including race and socioeconomic status. In order to increase the participation of all families in our decision making bodies, we continued to offer translation and interpretation as well as meeting times that are accessible to working families and childcare for those who needed it.
- Encouraging participating parents to invite non-participating parents is particularly successful to increase involvement, especially in increasing participation in Home & School Council committees.

We gathered data on family participation and satisfaction via our School Climate Surveys for the goals:

- Family participation in the "School Climate Survey" roughly mirrors the composition of The New School of San Francisco families by race and socioeconomic status.

Of the 79% of our families who took the End of Year Climate Survey-survey, 50% identified as White, 20% as Asian, 5% as Middle Eastern/Arabic, 5% as African American, and 19% as Latino. These numbers mirror our target of reflecting our school population.

Another way we supported family involvement and power was through the use of Fair Process in major school decisions (moving to a new facility, our strategic planning, *etc*). The school's leadership ensures there is equitable access to input prior to decision making and will continue to do so through multiple avenues of feedback: in person, Whats App, email, text, etc.

Next Steps:

We will continue to provide many opportunities for feedback, from meeting with school leadership, to affinity groups, to coffee chats and Home and School Council meetings. We will also continue the work of subcommittees, having seen success in families taking ownership over important school initiatives, like fundraising events or the transition to our new facility. The school's leadership is also determining strategies for increasing recruitment of low participation populations to lead on Home and School Council subcommittees.

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

While the data included thus far in this report demonstrates the positive experience our staff have at New School SF, we did not disaggregate our Climate Survey or MESH data by race or gender given the sample size is so small and we like for the surveys to be anonymous. In looking at retention data, however, we can share that of the 4 staff members who transitioned from New School SF, 2 were White and 2 were staff of color. We do exit interviews when staff transition and ask them about their experience and ensure we are learning how to improve and meet the different needs staff have. Additionally, we always want to hold up a mirror to ensure there is not bias in our practices, protocols and/or how we treat staff. To date, there are no trends from exit interviews that staff of color, men or LGBTQ staff feel less valued at the school.

Next steps:

Given our staff is now large enough that sub-groups can be anonymous (i.e. more than 5), we can ask staff to identify their race in the Climate and MESH survey. We will only have 4-5 men on staff so gender will not be able to be identified.

Goal 9: Continuous learning and improvement

MPO 1: School climate and culture is strong and continuously improving.

The culture and climate committee (C3) led our school's focus on building a safe, supportive, and joyful learning environment throughout the 2017-2018 school year. We define *safety* at school as building a predictable environment based on consistent routines, procedures, and structures for students, families, and staff. NSSF builds a *supportive* environment by emphasizing an asset-based approach, which values individual contributions and the strengths they bring. NSSF engages our students and staff in activities which facilitate connecting and community-building through learning to create a *joyful* environment. When discussing "learning environment" our school focuses on three environments in each classroom (learning/academic, physical, and social-emotional).

The school uses several resources to gather data on our progress in building a safe, supportive, and joyful learning environment. To support the design of the C3's implementation plan, the school uses the School Climate Assessment Instrument (SCAI). The SCAI covers 9 dimensions (Physical Appearance, Faculty Relationships, Student Interactions, Leadership & Decision Making, Discipline, Learning & Assessment, Attitude & Culture, Community Relations, and Special Education). The NSSF staff are asked to take a survey that addresses specific questions designed to pull out data points across all dimensions. The C3 reviewed the *below* SCAI results during the Fall of 2017, and crafted a strategic plan to improve the school climate across all dimensions.

Fall 2017:

Culture and Climate Dimension	Average Staff Score (out of 5)
Physical Appearance	3.52
Faculty Relationships	4.15
Student Interactions	4.06
Leadership & Decisions	4.18
Discipline	4.09
Learning & Assessment	4.30
Attitude & Culture	4.38
Community Relations	4.25
Special Education	3.82

To support our teachers building a safe, supportive, and joyful learning environment, the C3 provided teachers with a '6 week plan.' This plan detailed lesson plans for teachers to follow during the first 6 weeks of school. This scope and sequence identified teaching strategies for 'classroom routines & procedures, classroom community building, school-wide routines & procedures, tier 1 incentive systems, and core values + basic expectations.' By focusing on building a safe, supportive, and joyful environment, our teachers developed capacity in our students, families, and community members to demonstrate our school values (be curious, be responsible, be respectful, be courageous, be kind).

In the Spring of 2018, our teachers were asked to complete a Culture Climate Survey focusing on Mindsets, Essential Skills, and Habits (MESH) through Transforming Education. After an entire school year of strategic planning to build a safe, supportive and joyful learning environment, our teachers provided responses to the following questions about student interactions:

Q1: On most days, how enthusiastic are the students about being at school?	
Extremely enthusiastic	64%
Quite enthusiastic	36%
Somewhat enthusiastic	0%
Slightly enthusiastic	0%
Not at all enthusiastic	0%

Q2: How supportive are students in their interactions with each other?	
Extremely supportive	21%
Quite supportive	64%
Somewhat supportive	14%
Slightly supportive	0%
Not at all supportive	0%

Q3: How often do you see students helping each other without being prompted?	
Almost all of the time	50%
Frequently	43%
Sometimes	7%
Once in a while	0%
Almost never	0%

While maintaining a staff focus throughout the year on teaching students the skills necessary to create a strong learning environment, the NSSF leadership emphasized building the capacity of our teachers to engage in conversations and workshops related to equity, achievement gap, and personal growth. NSSF believes deeply that building a strong climate for learning depends on continued teacher learning. When asked questions about the school, the teachers provided the following data:

Q1: To what extent are teachers trusted to teach in the way they think is best?		# of staff responses
Trusted a tremendous amount	86%	12
Trusted quite a bit	14%	2
Trusted somewhat	0%	0
Trusted a little bit	0%	0
Not at all trusted	0%	0

Q2: How respectful are the relationships between teachers and students?		# of staff responses
Extremely respectful	29%	4
Quite respectful	64%	9
Somewhat respectful	7%	1
Slightly respectful	0%	0
Not at all respectful	0%	0

Q3: How optimistic are you that your school will improve in the future?		# of staff reasons
Extremely optimistic	64%	9
Quite optimistic	36%	5
Somewhat optimistic	0%	0
Slightly optimistic	0%	0
Not at all optimistic	0%	0

Q4: Overall, how positive is the working environment at your school?		# of staff reasons
Extremely positive	29%	4
Quite positive	71%	10
Somewhat positive	0%	0
Slightly positive	0%	0
Not at all positive	0%	0

While the scores across the MESH survey are very positive, one of the most encouraging data points focuses on the teachers belief in the direction of the school's culture and climate by indicating the 79% feel 'extremely optimistic' that our school will continue to improve in the future. Our teacher's are trusting our strategic initiatives to continue to build a safe, supportive, and joyful environment. As the leadership team and the C3 continue to implement action-steps to grow our school's culture and climate, the teachers are indicating they have support systems to implement change, as evidenced by the below chart:

Q2: When new initiatives to improve teaching are presented at your school, how supportive are your colleagues?		# of staff responses
Extremely supportive	79%	11
Quite supportive	21%	3
Somewhat supportive	0%	0
Slightly supportive	0%	0
Not at all supportive	0%	0

Our teachers have taken the SCAI survey this spring to compare growth across the 9 dimensions used to inform the C3 strategic plan. The school will obtain the data during the Fall of 2018. This data will continue to inform NSSF leadership around areas for growth, and areas to celebrate as we continue to improve on building a safe, supportive and joyful learning environment for our students, staff, and families.

Next Steps:

Our C3 will continue to focus on building a safe, supportive and joyful learning environment in the coming school year. As a school, we believe that continuing to evolve our learning environment is crucial in maintaining a strong school culture. Our school will begin the Fall 2018 arc by again implementing a 6-week plan for our students. This plan will continue to focus on teaching our values and building community in the school. However, the plan will shift this year to include the after-school program, and will be differentiated for our third and fourth grade students. These shifts hope to accomplish the C3's goal of building strong student voice, and maintaining consistency across the school environment. Additionally, the C3 will make shifts in the strategic plan to create opportunities for a more balanced parent voice, by partnering with the school Leadership Team to evolve parent committees that emphasized equity and engagement. When the results of the Spring School Climate Assessment Instrument (SCAI) survey are reviewed by the C3 in the fall, the committee will build our additional priorities based on staff, student, and parent feedback.

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

In addition to all the above data which informs our model, we engaged in three projects to share the impact of our model with the broader educational community (all can be found on our website):

- **Creating an Intentionally Diverse School: Lessons Learned**
In partnership with other schools, we shared our learnings about being a school that serves students from diverse backgrounds and with diverse needs. This report can be found here: <https://www.newschoools.org/wp-content/uploads/2017/10/Creating-an-Intentionally-Diverse-School-Lessons-Learned.pdf>
- **Approach to Personalized Learning**
We worked with Newschools Venture Fund to document our beliefs, practices and learnings as it relates to personalized learning. The research paper can be found here: <https://static1.squarespace.com/static/55391fb4e4b05ff3f1e0b145/t/5a25c1c58165f530bb9edbc/b/1512423880919/1718+NSSF+Personalization+Overview.pdf>
- **What is Inquiry?**
We created a video for educators to better understand what inquiry-based teaching is and the benefits it has on closing the opportunity gap. The video can be found here: <https://www.youtube.com/watch?v=v7jzR7569K4>

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2019 EMBARGOED CAASPP DATA

THE NEW SCHOOL OF SAN FRANCISCO
2019 CAASPP Embargoed Data: *Updated 5/31/2019*

3rd Grade:

English Language Arts (48 students reporting):

- 67% Standard Exceeded
- 19% Standard Met
- 15% Standard Nearly Met
- 0% Standard Not Met

Numeracy (47 students reporting*):

- 40% Standard Exceeded*
- 38% Standard Met*
- 11% Standard Nearly Met*
- 11% Standard Not Met*

**note: one student still not reporting*

4th Grade:

English Language Arts (44 students reporting):

- 45% Standard Exceeded
- 30% Standard Met
- 16% Standard Nearly Met
- 9% Standard Not Met

Numeracy (44 students reporting):

- 36% Standard Exceeded
- 25% Standard Met
- 27% Standard Nearly Met
- 11% Standard Not Met

APPENDIX B: CURRICULUM & INSTRUCTION

CULTURE & CLIMATE OVERVIEW

BUILDING A SAFE & SUPPORTIVE LEARNING ENVIRONMENT



A framework for adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students. Examples: Expectation setting, Rewarding positive behavior, Joy rituals



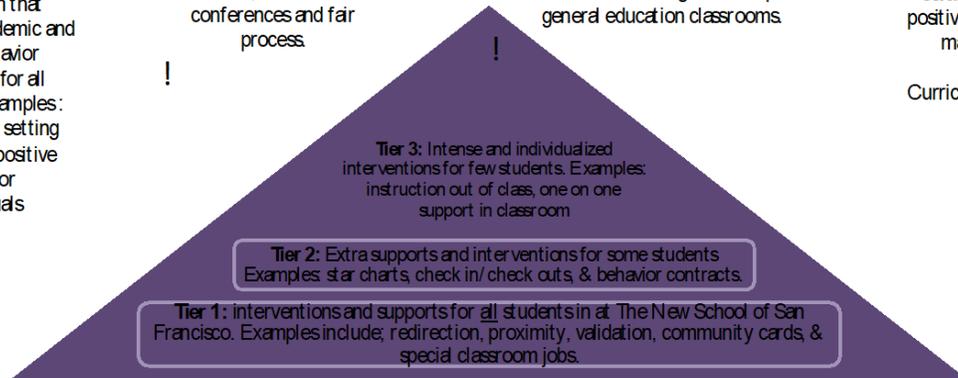
Tools and practices for conflict resolution that give voice to all involved and look to build community and repair harm. Examples: circles, restorative conferences and fair process



The term inclusion captures, in one word, an all-embracing societal ideology, in which all learners can thrive. Regarding Special Education, inclusion practices secure opportunities for students with disabilities to learn alongside their peers in general education classrooms.



Skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. Curricula Used: Kimochois & Tribes



CURIOUS

COURAGEOUS

KIND

RESPONSIBLE

RESPECTFUL

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Minor Behaviors	Major Behaviors
Inappropriate language “I don’t care, I hate this, bathroom talk...” Unkind words	Unsafe Words; “I’m going to kill you, bomb the school, beat you up...”
Not living up to community agreements (see PBIS expectation chart)	Physical Aggression; Slapping, punching, kicking, biting, choking, spitting
Talking back, disruption, horseplay, sticking tongue out	Property Damage; Throwing chairs, knocking over tables, throwing books, drawing on walls/tables, theft
Pinch, squeeze, push, property misuse	Safety in Public: Not staying with group, running in the middle of the street
Not lining up with the group, cutting in line leaving class without permission running in the hallways	Theft: Going into a classmate’s or teacher’s bag and taking something to hide in your own bag

New School of San Francisco Response to Challenging Behavior

If the student is escalated and seriously disrupts the learning environment, the Student Support Team will be asked to support in pulling the student out of the classroom for de-escalation. The teacher involved will step out of classroom to have reflective/repair conversation with student after de-escalation. The student will make the necessary repairs and finish any work missed during instruction, and a logical consequence will be employed.

All major behaviors will incur a logical consequence that is often a loss of desired time with his/her community or access to a preferred activity. The student will use the time to have a reflective conversation, make repairs and finish work that may have been missed during instruction.

If the behavior is not corrected after a “rewind” then the adult present may employ a natural & logical consequence, or ask the student to take some time cool down, or reset. This should be done with the teacher that witnessed the behavior. In order to continue instruction a tiered intervention and redirection may be necessary.

With any minor behavior that is displayed, the adult present [including family members] should attempt to correct/manage in the moment by asking the student to: “stop, rewind and try that again.”

SAFE & SUPPORTIVE CLASSROOMS OVERVIEW

Safe, Supportive + Joyful

Safe

A predictable environment based on consistent routines, procedures & structures for students regardless of (fill in the blank -- race, gender, SES, learning ability, family structure, language, religion..).

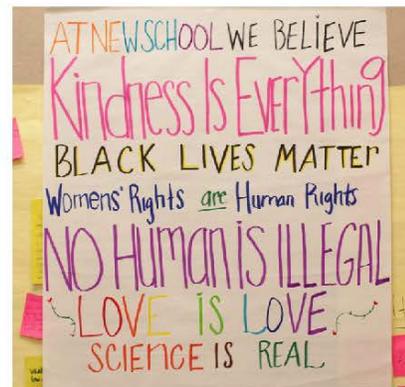


Supportive

An asset-based approach, which values individual contributions and the strengths they bring.

Joyful

Fun & enjoyable, prioritizes connecting and community building through learning and shared experiences.



Learning Environments

Physical

Classrooms are resource rich, comfy, homey, and organized spaces filled with beautiful/natural materials, which allow learners to wonder and deepen the learning experience.

Academic

The environment is rigorous and prioritizes meaningful inquiry-based learning.

Socio-Emotional

Learners are safe to take risks and make mistakes. They are given tools to express their emotions appropriately and resolve conflicts on their own.



POSITIVE BEHAVIOR INTERVENTIONS & SUPPORTS: APPROACH

Overview of PBIS at The New School of San Francisco

Creating a school environment in which all students feel supported to meet the behavioral expectations of our community is of the utmost importance to The New School of San Francisco. In practice, a Positive Behavioral Intervention and Supports (PBIS) approach focuses on proactively establishing behavioral supports and school culture and promoting strong behaviors from the outset. The New School of San Francisco roots our PBIS in our values, and views its use as a way to teach positive behaviors with the same level of intention we approach academic subjects. The use of PBIS allows NSSF to move away from the traditional approach to school discipline (punitive) to an approach where there is less value placed on punishing inappropriate behavior, and more value on teaching and rewarding the behavior expectations that have been set and reflect our community values. NSSF has developed a Culture and Climate Committee (C3) to hold itself accountable for developing strong PBIS practices. In partnership with the school leadership team, the C3 develops strategies and tactics to create a safe, supportive, and joyful learning environment.

This C3 consists of the Director of Student Access, Director of Community, Director of Exploremos, and one teacher from each grade level. The group uses staff, student, and family data to inform decision-making that pertains to PBIS and build a safe, supportive, and joyful environment.

We recognize that all children learn differently, and some may need more behavioral support than others. To organize the implementation of PBIS, NSSF uses a multi-tiered system of support (MTSS) model, focusing on three Tiers of Intervention to support all students. The C3 works hand-in-hand with the School Site Leadership, and the Curriculum & Instruction Team to shift sitewide practice in a manner that creates a comprehensive Tier 1 practice:

Tier 1 Intervention

Tier 1 intervention refers to systems, structures, and supports provided to all students. At the heart of strong Tier 1 practice is an intentional instruction toward building a safe, supportive, and joyful learning environment during the first six weeks of the school year. The practice of building culture and implementing Tier 1 intervention exists all year long, but NSSF has identified the first six weeks as critical in laying a foundation for PBIS and additional Tiers of Intervention.

Building Tier 1: The 6-week Plan

This “6-week Plan” supports teachers implementing strong Tier 1 practices, by focusing on the following areas: Classroom Routines and Procedures, Classroom Community Building, School-Wide Routines and Procedures, Tier 1 Incentive Systems, and Core Values & Basic Expectations.

Classroom Routines and Procedures: Staff at NSSF engage students through instruction based on every classroom expectation (entering the classroom, morning circle, carpet expectations, etc.) by discussing the importance/purpose of the expectation, modeling the procedure, and practicing, reinforcing, and celebrating positive student behavior and improvements. NSSF believes that teaching clear routines and procedures helps students experience a sense of safety and predictability in the classroom, both factors in allowing a student to maximize their learning potential.

Classroom Community Building: NSSF teachers introduce the intention of group work and classroom time to allow for students to build strong, lasting relationships. Teachers introduce community building exercises, such as Pod time (group time to start/end the day), morning message, SEL curriculum, etc. By emphasizing classroom community building during the initial six weeks of the school year (and beyond), NSSF students build an understanding of each other’s

interests, strengths and areas for growth, which promotes relationship-building opportunities, and supports students engaging in restorative practices.

Schoolwide Routines and Procedures: NSSF teachers provide students with hallway expectations, common area expectations, and yard expectations that are consistent across grade levels. The teachers use the school's behavioral matrix to build predictability in student protocols and reduce anxiety. During the initial six weeks of the school year, NSSF students begin to form an understanding that expectations exist outside of the classroom environment. This teaching facilitates the growth of "upstanders" (students who model our values) throughout the school environment.

Tier 1 Incentive Systems: NSSF teachers engage students in lessons focused on building buy-in to systems NSSF uses to positively reinforce behavior (gold cards, community cards, glow reports, etc.). In order to successfully implement PBIS systems, students must have an understanding of how an adult will respond to a behavior (both positive and negative). NSSF builds predictability for students during the 6-week plan, to allow for students to focus on building strong peer relationships during the initial weeks of school and see consistency in this approach across the year once the skill is embedded.

Core Values + Basic Expectations: NSSF teachers teach and reteach our school values and aligned expectations. Each week, teachers focus on one of the five values (respect, responsibility, courage, kindness, and curiosity), and engage the students in a scope and sequence that begins with making meaning of the value, then evolves to modeling and practicing. Through readings, group work, and targeted lessons, teachers support our students understanding how to "live out" our values NSSF. At the end of each week, NSSF students are given shout-outs at the All-School Meeting to highlight a particular value they have demonstrated. This practice builds the students' understanding of the purpose of NSSF's values, and allows for peers to recognize and celebrate each other.

Intervention Ladder

While establishing a strong culture during the 6-week Plan reduces instances when students engage in a misbehavior, NSSF understands that challenging behaviors will occur. The Tier 1 intervention to misbehavior is implemented through NSSF's intervention ladder. The intervention ladder outlines staff responses to both minor and major behaviors. NSSF teachers are taught the difference between minor and major behaviors, and are trained in how to intervene to any behavior that may be present in the school environment.

Tier 2 Intervention

Research indicates that strong Tier 1 practices meet the needs of approximately 80% of a school's student population. While continuing to provide every student with Tier 1 supports, NSSF then targets the needs of the additional 20% of students through more intensive tiers of support. Tier 2 supports are supplemental and targeted, and provided in group settings. Tier 2 interventions are implemented by NSSF staff when a student is exhibiting internalizing behaviors (negative behaviors that are focused inward, such as social withdrawal, etc.) or externalizing behaviors (negative behaviors turned outward, whether through physical, verbal, or other means). To ensure an aligned and appropriate response, prior to a student receiving a targeted Tier 2 support, the teacher collaborates with the school's Coordination of Services Team (COST) to identify any appropriate Tier 2 supports, determine data tracking systems to measure effectiveness of the support(s), and engages the family in planning a support plan for the student.

Examples of Tier-2 Interventions:

Check-in/Check-out

Student check-in and check-out each day with an out-of-class support staff to receive positive contact, pre-corrects, reminders of schoolwide expectations, feedback, etc.

Social Instructional Groups

Small group direct instruction on schoolwide expectations, replacement behaviors, etc.

Behavioral Contracts

Student-staff agreement on behavioral goals which are tracked daily. The teacher provides the students with positive reinforcement tied to these goals, to increase motivation for the student to engage in a positive replacement behaviors.

Organizing Tier 2: COST

The Coordination of Services Team (COST) is a multidisciplinary team that meets on a weekly basis to assess implementation and effectiveness of the three Tiers of Intervention. COST oversees academic, behavioral, and social-emotional strands of intervention. Through COST, NSSF implements a team approach to identifying interventions which most efficiently and effectively meet the needs of the students and families. Parent communication plays an integral role in developing an effective Tier-2 intervention in COST, and when necessary, NSSF will call a parent meeting through the Student Support Team process (SST).

Tier 3

At times, a student may require an additional level of support. Research⁵⁴ indicates that strong Tier-1 and Tier-2 supports will meet the needs of approximately 90-95% of students. However, 5-10% of students will require more individualized and intensive support. NSSF implements PBIS strategies at the Tier 3 level, and this process is overseen by the Special Education team. Students receive Behavioral Intervention Plans (BIPs) and therapy services from on-site clinicians to support their social-emotional development. As indicated in the above Tier-2 section, a student who receives Tier-3 support, will continue to receive support at the Tier-1 and Tier-2 levels.

Data Tracking

Twice every year, NSSF's leadership team gathers data from staff, families, and students (grades 3 and above), to inform shifts that are made to the PBIS system. The leadership team, in collaboration with the C3, reviews trends in the data, and uses these trends to set PBIS goals for the coming school year. With regards to data tracking for Tier-2 and Tier-3 interventions, the Curriculum & Instruction Team regularly reviews trends in outcomes as they relate to the interventions that were used. This regular data review allows NSSF to make appropriate and timely shifts in interventions provided to students and families.

⁵⁴ source: <https://www.pbis.org/research>

RESTORATIVE PRACTICES: APPROACH

Overview of Restorative Practices at The New School of San Francisco

A restorative school is one in which an open approach is used to resolve conflict and preventing harm through communication, relationship-building, and a process of coming to repair difficult situations through understanding one another. Practices enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to make it right. We are committed to this approach at NSSF because it builds students' problem solving skills in an asset-based way, helping them to make meaning and learn when harm is done. We often describe our approach to families as a way to hold children to high behavior expectations while also allowing them space to learn from their mistakes and take agency over their actions.

Building Strong Relationships

Restorative Practices are founded in building community first and foremost. You can't restore a relationship if a relationship does not exist in the first place. Community and relationship-building are integral at NSSF, forming a strong foundation upon which we can implement restorative practices with students as needed within the ethos of the school as a whole. Research suggests that the stronger the community, the more students hold themselves and their peers accountable, and there is more of the community building and less of the restoring going on.

To allow for restorative practices to be successfully implemented, our teachers prioritize community-building in the classroom environment. Community-building takes many forms; one central component is Pod Time at the beginning and end of each day. These meetings are a time for the classroom community to come together, learn about one another, explore our school's values and check in about our norms as a community. In addition to building community with an emphasis on NSSF values, teachers provide daily, direct, and age-appropriate Social-Emotional Learning (SEL) instruction.

Social-Emotional Learning

To maximize the benefits of engaging in Restorative Practices, NSSF commits to a focus on SEL at every grade level and makes SEL a primary component of teacher development. We recognize that Social-Emotional Learning cannot be taught and exercised in bursts, but must be demonstrated and practiced continuously. The majority of explicit SEL instruction takes place through activities, individual, and group conversations, and verbal transparency in Pod Time. SEL is also a mindset of viewing mistakes as learning opportunities for developing social skills. Our staff model this mindset in every interaction (in the classroom, among one another, and in family and community relationships). The Collaborative for Academic, Social, and Emotional Learning (CASEL) has created a framework which helps us build a common language around SEL guiding principles. Because Social-Emotional Learning goals are individualized, the CASEL core competencies are 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 schoolwide SEL programs and evaluation methods. Immersing NSSF students in SEL content increases their emotional awareness and supports the implementation of restorative practices.

Our Process

NSSF prioritizes sustaining strong relationships, but in moments when harm has been done to the community, members of the community follow steps consistent with Restorative Practice methods:

- have an opportunity to be heard
- understand the greater impact of one's action
- learn to take responsibility
- repair the harm one's actions may have cause
- recognize one's role in maintaining a safe school environment
- build upon and expand on personal relationships in the school community
- recognize one's role as a positive contributing member of the school community

The restorative process at NSSF begins with an opportunity for reflection. When a student engages in a misbehavior, they are given an opportunity to reflect on this behavior before repairing any harm done to the community. Prior to engaging with their teacher, peer, or an on-site administrator, the students self-reflect on the following questions: 1)

What happened? 2) How were you feeling when it happened? 3) Who or what was harmed? 4) What will be different next time? Students also reflect on 'do over options,' repairs, and logical consequences. The purpose of reflecting is to allow students an opportunity to identify their role in the event, and practice engaging in the restorative practice with peers. Additionally, prioritizing the individual reflection allows teachers and staff to explore a student's readiness to engage in the restorative process.

The Restorative Conversation

When students and staff are prepared to repair harm done to the community, they engage in the restorative conversation. If the conflict is between two students, the restorative conversation is led by the student's teacher or an on-site administrator. If the negative behavior involved a student and a teacher, than an additional teacher is present to facilitate the conversation.

During the restorative conversation, the participants answer each of the restorative questions, and share back what they have heard from their peers. The primary purpose of the facilitated protocol is to provide students with a safe space to share the impact this behavior has had on each of them and their community. When engaging in the restorative process, the students are taught to focus on restoring their previous relationship. By engaging our student population in extensive community building activities, NSSF staff has a foundation from which to rebuild relationships. After the students have completed the restorative conversation, they rejoin their peer group and are welcomed back into the community. NSSF believes that responding to misbehavior through restorative practices, as opposed to only focusing on punitive consequences, will allow for our students to become more invested in our community, and lead to strong relationships as the students grow. When appropriate, NSSF staff implement a logical consequence to repair harm done, such as a community service or the loss of a desired privilege for a student. The combination of a logical consequence and restorative justices provides a clear, consistent response to misbehavior.

Shifts in Restorative Practice in Middle-school Grades

The purpose and function of restorative practices remains consistent in the middle-school grades, with a few adjustments. Building off of the independence developed in 5th grade, students lead their own restorative conversations in grades 6-8. Teachers provide scaffolds to support students, when needed; however students will hold ownership and responsibility for repairing harm through restorative justice. The following roles will be piloted with grades 6-8:

- Student-led restorative conversations with reporting back to the teacher team
- Peer mediators on the yard to support the students utilizing restorative practices in common areas
- Student-led peer groups to teach younger students how to use restorative practices

Professional Development

During the initial two weeks of the school year (NSSF staff onboarding), all staff are trained in our restorative practices philosophy. Additionally, all teachers are trained in how to implement restorative practices within NSSF's *Response to Misbehavior* protocol. Finally, to support our middle-school students leading peer-to-peer mediation, our teachers will implement all students in classroom-wide restorative justices lessons. By building in this practice classroom-wide and middle-school wide, NSSF supports the students building their problem-solving toolkit.

ON-TRACK GOALS: APPROACH

ILP Goal Setting for High-Need Students 2018-2019

What are on-track goals?

- Our school-wide priority is for all students to be on grade level by 5th Grade. Our commitment to personalized learning requires us to set reasonable, feasible goals for each individual student. This means that some students may need more than one year in order to catch up with their peers and be performing at grade level.
- As such, we are establishing a system for setting on-track goals. This goal will serve as a roadmap to help all involved understand how the child will work to get to grade level, and when we project that will happen.
- Please note, this map is really meant to be a guideline, and these on-track goals are not a perfect science. We encourage the whole student's team (teachers, parents, learning specialists) to play a role in setting their individualized "track"

How do I know if a child should get an on-track goal?

- If the student is more than half a grade level behind, you should set an on-track goal instead of a grade level goal
- One way to determine this is to look at their BOY score/level and compare it to the [Grade Level Achievement Benchmarks](#) for the previous grade. If the student falls into the "far below" bucket, they need an on-track goal.
 - For example, a 3rd Grade student who reads at a level I would be in the "Far Below" bucket for end of 2nd Grade. That student's goal should be to reach an M or N by the end of the year (decide based on the child)
- If they aren't getting an on-track goal, the child has an on grade level goal. If they begin the year above grade level, their skill goal should be habit based and should **not** be to attain a skill level in the next grade.
- *Reminder: DO NOT REFER TO THIS TABLE if the child is **approaching, meeting, or exceeding** grade level expectations. You should use the goal-setting guidelines written by each curriculum committee.*

How do I determine an on-track goal in READING?

Find the student's independent reading level in the table below. Use the 1.5 years of growth level to set goal.

Current Level (far below)	1 year of growth	1.5 years of growth
pre-reading	C	E
A	D	F
B	E	H
C or D	I	J/K
E	J	K/L
F or G	K	L/M
H or I	L	M/N
J	M	O
K	N	O/P

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L	O	P/Q
M	P	Q/R
N	Q	R/S
O	R	S/T
P	S	T/U
Q	T	U/R
R	U	Middle school...

EXAMPLES

→ 3rd grader reading at a level F
 In 3rd grade they go from F to L
 In 4th grade they go from L to P/Q
 In 5th grade they go from P/Q to U/R and they are on grade level!

→ 2nd grader reading at a level B
 In 2nd grade growth B to H
 In 3rd grade growth H to M
 In 4th grade growth M to Q/R so on grade level by end of 4th

How do I determine if my student is “on track” toward their on-track goal? ~8 months from BOY to EOY

Current Level (far below)	~0.75 years of growth @MOY	1.5 years of growth @EOY
pre-reading	B-C	E
A	C-D	F
B	E-F	H/I
C or D	G-H	J/K
E	H-I	K/L
F or G	I-J	L/M
H or I	J-K	M/N
J	L-M	O
K	M-N	O/P
L	N-O	P/Q
M	O-P	Q/R
N	P-Q	R/S
O	Q-R	S/T
P	R-S	T/U

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Q	S-T	U/R
R	T-U	Middle school...

How do I determine an on-track goal in **WRITING**?

- Use the child's writing sample and grade level rubric. If they score a 0 on their grade level rubric, rescore the writing using the previous level's rubric, and use that score to set a growth goal for 1.5 years.

Starting Score	1 year of growth	1.5 years
0	<i>Use prev. grade rubric</i>	
.5	1.5	2
1	2	2.5
1.5	2.5	3
2	3	3.5
2.5	3.5	4
3	4	.5 on next GL rubric
3.5	<i>Use next GL</i>	<i>Use next GL</i>
4	<i>Use next GL</i>	<i>Use next GL</i>

How do I determine if my student is "on track" toward their on-track goal in Writing? ~8 months from BOY to EOY

Starting Score	~0.75 years of growth @MOY	1.5 years of growth @EOY
0	0.5 - 1.0	1.5
.5	1.0 - 1.5	2
1	1.5 - 2.0	2.5
1.5	2.0 - 2.5	3
2	2.5 - 3.0	3.5
2.5	3.0 - 3.5	4
3	3.5 - 4.0	.5 on next GL rubric
3.5	<i>Use next GL</i>	<i>Use next GL</i>
4	<i>Use next GL</i>	<i>Use next GL</i>

How do I determine an on-track goal in NUMERACY?

- Right now, we are considering students who score below 20% on their BOY benchmark to be far below expectations. This means they will need an on-track goal.
- Our estimate is that **one year of growth** is approximately **30-50** percentage points on a grade level benchmark (a 30% to an 80%, or a 40% to an 85%, etc).
- For a child to “catch up” with an on track goal, we need them to make approximately **45-65** percentage points of growth. This means a child scoring a 5% on their benchmark could have a goal of scoring anywhere from 50%-70%. This is not on grade level but would put them on track.
- Example: a 3rd grade student scoring 0% on their grade level benchmark and scoring 20% on the 2nd grade assessment could have a goal to grow 60 percentage points and score an 80% on the 2nd grade benchmark. This is still not *on grade level* but represents a significant amount of growth and puts them on track towards grade level.
- We recognize that this a broad range and still leaves some room for difference from student to student. We want to maintain the personalization of individualized goals and set goals that make sense for students
- Cut-off for using the previous level’s benchmark to set the goal: If a child scores less than 20%, you should administer the previous grade level’s test. You would use both the assessments to set the goal on either test.

How do I determine if my student is “on track” to their on-track goal?

By mid-year, student should be halfway to their goal in percentage points.

Ex: LL’s started the year with 18% on the BOY benchmark. Her goal is to grow by 52% on the grade level benchmark, to reach a score of 70% at EOY. Half of 52% would be **26%**, to reach 44% at MOY benchmark.

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SAMPLE TIER 2 INTERVENTION PLAN

TIER 2 INTERVENTION PLAN

Page 1 of 3

Student Last Name Student First Name Student
 School: New School of San Francisco Grade: --
 Class(s)/Teacher(s): Teacher Name

Date of Meeting:
 Plan Effective:

Area of Concern	Actions, Strategies, Modifications	Person(s) Responsible	Notes/Updates
Social-Emotional	<ul style="list-style-type: none"> • Strategies <ul style="list-style-type: none"> ○ Noise Cancelling Headphones ○ Putty ○ Flexible Seating • Access to Social-Emotional Curriculum in the Classroom. • Access to Cool-Down Corner in the Classroom • Access to Wellness Center. 	Teachers	
Writing	<ul style="list-style-type: none"> • Access to elevated writing surface • Access to flexible seating • Extended time to complete assignments and tasks • Access to speec - 		

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	<ul style="list-style-type: none"> ○ Check answer 		
Numeracy	<ul style="list-style-type: none"> ● Access to Math Manipulatives ● The option to complete the problem on a white-board first, to support frustration tolerance ● Use of checklist <ul style="list-style-type: none"> ○ Read problem ○ Organize work ○ Check answer 	Teachers	
Sensory	<ul style="list-style-type: none"> ● Access to noise cancelling headphones ● Access to a privacy shield ● Access to quiet, independent work space (either away from the group, or in a separate setting) ● Fidget access in their pocket 	Teachers	
Communication	<ul style="list-style-type: none"> ● Check-in, Check-out (Daily home-school communication) <ul style="list-style-type: none"> ○ Daily check-ins referring back to the check-list, to build student's capacity to use visual aids as a support 	Teachers	
Occupational Therapy	<ul style="list-style-type: none"> ● Access to a slant board ● Access to raised line paper ● Access to an alternative pencil grip 	Teachers	

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	<ul style="list-style-type: none"> • Alternative tasks during Physical Education related to hyper-mobility (teacher discretion) 		
Health	<ul style="list-style-type: none"> • Headaches <ul style="list-style-type: none"> ○ Access to an aromatherapy necklace ○ Access to a separate location for 'rest' ○ Access to medication held in the school main office 	Teachers	

EXPLORATORIUM PARTNERSHIP OVERVIEW



2018-18 New School SF + Exploratorium Partnership

Since 2015, The New School of San Francisco and the Institute for Inquiry at The Exploratorium, an interactive museum in San Francisco, have partnered in a variety of ways to develop, pilot, and implement inquiry-based learning experiences for teachers and students. The partnership is mutually beneficial as it allows our students and teachers access to a world-famous museum to inspire and support our work. For the museum, we provide an opportunity to pilot a variety of programs and see their work in action with students and teachers. More specifically, our goals include:

1. Professionally developing teachers to build their understanding of inquiry-based learning in order to plan and implement hands-on, minds-on, inquiry-rich experiences into their classrooms.
2. Extending the walls of our classrooms by providing students with lots of opportunities to learn about the world around by unlimited visits to the museum.
3. Providing a laboratory space for The Exploratorium to get feedback from teachers and students on new programming, content and exhibits.
4. Adding to larger conversation and body of work about inquiry by video-taping, reflecting and developing common best practices to share with a larger community of educators and developing and piloting an inquiry rubric to gauge growth in students' inquiry processing skills.
5. Broadening our reach by collectively working with an to support their implementation of inquiry practices

We enjoy our work with The Exploratorium and look forward to expanding it further in the years to come!

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Grade Level, Big Idea & Year: First grade, Change & Continuity, 2018-2019

Arc Name: Sound

Arc Big Questions: Why does sound matter to humans? What is the action that we take as a result of what we've learned about change?

[1718 G1 Sound Arc Unit Plan](#)



SAMPLE INQUIRY ARC: GRADE 1 SOUND ARC UNIT PLAN

<p>Guiding & Essential Questions Why does sound matter to humans?</p> <p>Science Content Guiding Questions:</p> <ul style="list-style-type: none"> • What is sound? • How does sound work? • How can we see sound? <p>Social Studies/Cultural Impact Content Guiding Questions:</p> <ul style="list-style-type: none"> • How has music brought people together over time? • How has changing technology influenced the way we use sound? • How have people used sound to create change? <p>Content-World Essential Questions:</p> <ul style="list-style-type: none"> - What is the action that we take as a result of what we've learned about change? 	<p>Arc Content Goals</p> <ul style="list-style-type: none"> • I know that sound travels in waves. • I know vibrations make sound. • I know that music influences culture and culture influences music. • I know people use music for many purposes including celebrations, entertainment, communication, storytelling • I know that technology and instruments change the way music sounds.
<p>Arc Inquiry Process Skills</p> <p>Collaborating:</p> <ul style="list-style-type: none"> - Ask preferred and non-preferred friends to work or play - Take turns with peers without teacher support - Build off a peer's idea during play or group work without being prompted and be able to share peers' ideas back to the group - Engage in play with a variety of peers in non-preferred activities and internalize the value of trying something new and being inclusive (even if it's uncomfortable) <p>Investigating:</p> <ul style="list-style-type: none"> -lists ideas of how to explore a topic -shares opinion of direction of inquiry arc (what to do next, what tools are needed) when prompted by teacher -Suggests topics to explore and makes links between different topics or content areas -identifies tools needed to explore a topic 	<p>What is sound? How does sound work? How can we see sound?</p> <p>PS4.A Wave Properties Sound can make matter vibrate, and vibrating matter can make sound.</p> <p>1-PS4-1. Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.</p> <p>1-PS4-4. Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.*</p> <p>PS4.C Information Technologies and Instrumentation People also use a variety of devices to communicate (send and receive information) over long distances.</p> <p>How has music brought people together over time?</p> <p>How has changing technology influenced the way we use sound?</p> <p>*D2.His.6.K-2. Compare different accounts of the same historical event.</p>

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<p>Reflecting:</p> <ul style="list-style-type: none"> - After completing a project, task, or lesson, can express what was challenging and what went well verbally or through writing (could specify child's ability to reflect in small group, independently, or in whole group) -Makes connections across content areas <p>Historical Thinking Skills</p>	<p>*D2.His.11.K-2. Identify the maker, date, and place of origin for a historical source from information within the source itself.</p> <p>*We did not end up covering these 2 History subjects in this arc.</p>		
<p>Field Trips</p> <p>Exploratorium College Hill Garden</p> <p>Idea for future years: Rockband Land</p> <p>Expert Visitors</p> <ul style="list-style-type: none"> - Ted Dubasik - Dylan Masters - DJ Dan - Nate Mallove - Blake (Exploremos) - Brad Andrews 	<p>Music Class</p> <p>Alphabet Rockers - Focus on social justice</p>	<p>Vocabulary</p> <ul style="list-style-type: none"> - Vibration - Sound waves - Pitch - Frequency - Absorb - Bounce - Timeline - Sound maker/source - Sound effects <p>Sound song: https://www.songsforteaching.com/intellitunes/sound.htm</p>	<p>Social Justice Action Project Ideas</p> <ul style="list-style-type: none"> - Student who was deaf wanted to dance... RWI? - Video about deaf dancer who counts the music
<p>Relevant Resources:</p> <p><u>Technological:</u></p> <p><u>Books/ Primary Sources:</u></p> <ul style="list-style-type: none"> ● Science fiction books!! ● https://www.whatdowedoallday.com/science-fiction-picture-books-for-kids/ 		<p>Assessment Strategies</p> <p>EOY Assessments - used for ILP Inquiry goals & comments: Research plan - Asks students to write and draw a big question related to the sound arc and a plan for researching that question -Students completed assessment in 1 SSS block towards the end of the arc -Students did not carry out the research plan</p>	

Arc Phase Overviews

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<p>Exploration - April 8-May 3 (4 weeks)</p> <ul style="list-style-type: none"> • Week 1: Explore sound in the community and functions of sound • Week 2: Field trip to explore sounds in a garden & Expert visitor on history of DJing • Weeks 3 & 4: How sound moves and reaches us - vibrations, pitch, frequency - expert visitors & investigation stations 	<p>Expression - May 6 (1 week)</p> <ul style="list-style-type: none"> • Create a research plan (this is theoretical and students won't actually see out the plan) to assess students' inquiry skills in asking questions and carrying out research and investigations 	<p>Exposition - May 13-June 4 (3 weeks)</p> <ul style="list-style-type: none"> • Learn about & explore different ways people send messages using sound - watch real world examples of speeches, chants, songs, and poems • Create a love message using sound as a way express yourself and make change <ul style="list-style-type: none"> ○ Choose from 4 mediums: <ul style="list-style-type: none"> ■ Song ■ Chant ■ Speech ■ poem
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*This arc had 2 main parts (as opposed to the 3 phases) - The first half the of the arc was devoted to learning the Science behind sound. In the second half of the arc we focused on exploring and creating love messages.

Arc Calendar -

	Tuesday	Wednesday	Thursday	Friday <i>Creation Station & Documentation</i>
<p>Week 1 April 8 - 12 What sounds exist in our community? Why do these sounds exist in our community? What are the different functions of sound?</p>	<p>What is sound?... explore the types of sound... the purpose of sound?</p> <ul style="list-style-type: none"> - Concept map of different functions of sound - Play different sounds and draw what symbol it is for you... function/safety/ - What is this sound telling you? - Discussion on how we are sorting them <p>1718 Pictures of sounds 1718 More pictures of sounds Sound playlist</p>	<p>Sound map/graph sound o meters on computer and can track the sound... noise levels and graphing</p>	<p>Music</p>	<p>Creation station: make a noise maker!, can you change the pitch/volume?</p>
<p>Week 2 April 15 - 19 How do people use sound? How do people hear differently?</p>	<p>DJ Dan expert visitor</p>	<p>Field Trip to College Hill Garden - all day!</p>	<p>Music</p>	<p>PD Day</p>

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<p>Week 3 April 22 - 26 How does sound reach us? How does sound move?</p>	<p>How does sound move?</p>	<p>How does sound reach us?</p>	<p>Music</p>	
<p>Week 4 April 29 - May 3 What is pitch? How does pitch change? How can we make our own music?</p>	<p>Expert visitor Blake</p>	<p>Expert visitor Dylan (Thurs, no SSS Wed)</p>	<p>Music</p>	
<p>Week 5 May 6 - 10 How do I make a research plan around the question? How do different instruments make different sounds?</p>	<p>Research Plan - use for ILPs</p>	<p>Ted expert visitor!</p>	<p>Music</p>	
<p>Week 6 May 13 - 17</p>	<p>Launch: For our final week of 1st grade you have the power to change the world. We is something that really really matters to you that you want to see changed in the world that has to do with love?</p> <p>Examples:</p> <ol style="list-style-type: none"> 1. I want people to be kinder at recess. 2. I want Donald Trump to build a bridge not a wall. 3. I want my brother to stop bullying me at home and love me like I love him. 4. I want homeless people to have homes and feel like they belong in SF. <p>What's your message about love? Why does it matter to you?</p>	<p>Day 2: Taste of different ways to send a message!</p> <p>-Group based on medium to send a message - Show an example of each</p> <p>--poetry (undocumented immigrants)</p> <p>--song lyrics & melody (love is love, LGBTQ+ rights)</p> <p>--chant (black lives matter)</p> <p>--speech (obama & living in a democracy)</p> <p>--rhythm, pitch, amplitude of instruments using tech</p> <p>-Students choose what medium they want to use and start reflection</p> <p>End of lesson: Students break into groups and start planning</p>	<p>Music</p>	<p>Message creating workshop</p>

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	<p>How could you use the power of sound to send a message about love?</p> <ul style="list-style-type: none"> -Give scenario? -Start with discussing what messages we want to send about love -Brain dump about sound power -Think about audience and what kind of medium would work best <p>Debrief: Get kids thinking about different mediums that would work for different kinds of messages</p>			
<p>Week 7 May 20 - 24</p>	<p>Start putting your message into the medium</p> <ul style="list-style-type: none"> - Song (Emery) - Musiquet app - Song (Emery) - - Speech (Kelley) - template - Chant (Lauren) - template - Poem (Jenna) - template 	<p>PRIDE Creation Station</p>	<p>Music performance 5/23 at 9am</p> <p>Performance dress rehearsal or filming</p> <p>WORKSHOP DAY 2 (Music workshop with Emery) with iPads & lyrics (Science 12:15-1:10)</p>	<p>Field Day</p>
<p>Week 8 May 27 -31</p>	<p>PD Day</p>	<p>Finish and film your love message!</p>	<p>Finish and film your love message!</p>	<p>Film your love message!</p>
<p>Week 9 June 3 - 7</p>	<p>Rehearse</p>	<p>Expo!</p>	<p>Cleaning/Special celebration</p>	<p>Last day of school - Early Release</p>

**ILP goals around researching

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Science/Social Studies Synthesizer: Rotate

- Week of April 8: Em
- Week of April 15: Lauren
- Week of April 22: Jenna
- Week of April 29: Kelley

Weekly Planning

1819 Template

Week # - Date Week's Big Questions
<p><u>Tuesday</u> Whole Group/half class groups</p> <p>Independent Work</p> <p>Debrief</p> <p>Materials</p> <p>Differentiation Strategies/Small groups</p> <p>Documentation</p>
<p><u>Wednesday</u> Whole Group/half class groups</p> <p>Independent Work</p> <p>To function (for a computer to work, car engine, mouse click) To communicate To entertain To show emotion (walking really mad)</p> <p>Debrief</p> <p>Materials</p> <p>Differentiation Strategies/Small groups</p> <p>Documentation</p>

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Friday (Creation Station, Documentation)**Creation Station - 10:15 - 11:00****Focus/Question:****Materials** (suggested ideas):**Week 1 - 4/8-4/12****Week's Big Questions**

- What sounds exist in our community?
- Why do these sounds exist in our community?
- What are the different functions of sound?

Tuesday

- What sounds exist in our classroom community? Quiet 20 second listening practice (try to listen for a sound you think no one else heard!) Pair share.
- Today we are going to be sound detectives and see if we can figure out every single sound in our community!
- Demo making a sound map, showing concentric circles and drawing each different sound you hear (the louder the sound, the harder you draw the lines)

Independent Work (within ½ class groups)

- Half class - outside sound map - 10 mins
- Half class - indoor sound map - 10 mins
- If done early with concentric circles: show the VOLUME of the sounds. On back: can draw a prediction of what sounds you might hear tomorrow in this same spot.

Debrief

- What sounds exist in our environment? Chart! Display all the types of sounds we heard!
- Closing question: WHY are these the sounds we hear and not others? We will be investigating this tomorrow!

Materials

- Inquiry journals & pencils
- Chart paper

Wednesday

- Start with the chart of all the sounds we discovered. Why are THESE the sounds we heard? (If IQs/FDs heard different sounds, can pose the question of why they have these differences)
- Sounds serve different purposes!
- Pass out bingo sheets, listening activity.

Independent Work

- Students go to a different group (one chart for each function), each group has to draw OTHER sounds that serve that purpose.
 - To function (for a computer to work, car engine, mouse click, hand drier)

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- To communicate (chime/bell)
- To entertain
- To get help
- To show emotion (walking really mad)

Debrief

- Each group shares out their work
- Are there any other functions that sound serves we've missed (e.g. inspiration, community)?
- Closing question: what have we learned about sound today chart

Materials

- Chart paper - one for each corner
- Markers
- Sound playlist
- [Graphic organizer](#)

Friday (Creation Station, Documentation)**Creation Station - 10:15 - 11:00**

Focus/Question: How can I build a tool that makes noise?

Materials (suggested ideas):

- Cups and rubber bands
- Beads

Week 2 -April 15 - 19

Week's Big Questions (*guest speaker week and field trips!*)

- How do people use sound?
- How do people hear differently?

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Week 3 - April 22-26**Week's Big Questions**

- How does sound move?
- How does sound reach us?

Tuesday

TP: Sounds move in vibrations. (How does sound move?... from [lesson 1](#) exploring sound from Fred)

Launch:

1. Start by writing the big question of the day on the board "How does sound move?" on the board. Ask kiddos to turn and talk and take predictions. Get ideas and predictions generated in a quick class discussion before starting the experiment.

Experiment:

2. Today we are going to take a closer look at sound, and try to learn more about how sounds get to your ear, by exploring some objects that make sounds. We will have 4 stations today that we will explore and help us answer our question of the day. Teacher begins by quickly modeling and showing how to safely use materials at each station to show a sneak preview. Remind students as they explore the objects, listen to sounds and record what you hear on the recording sheet. They will get 3-4 minutes to explore and rotate between stations with a 1 minute transition/wrap up in between. When the timer goes off rotate.

- **4 stations: (6 kids per each station)**

- **1. Cups with rubber bands on them**
- **2. Musical Hangers**
- **3. Telephone cups with string**
- **4. Finger in ear tapping elbow**

- *May need an adult to hang out at this station to demo. (you gently put your pointer finger in ear and tap on elbow)*

3. As students work, listen to their conversation for the words they are using to describe how the sound stops and starts and moves. Try to lead them to the idea of "vibrates", and ask about their ideas on what causes sound, or what sound is.

4. When students are finished exploring all stations, bring them back together to the rug to finish last minute recording. Have students quickly share in rug spots with partners before starting group debrief.

Debrief:

- Write the big questions (**How does sound move? [How can we make sound? How can we stop sound?]**) in the middle of a poster for documentation and ask kiddos to answer based on what they just saw. T1 leads discussion and T2 records onto poster.
 - Try to get to the word vibration! (can even ask what is the movement if sound?)
- BIG IDEA WE WANT TO ARRIVE AT BY THE END OF DAY ONE: Sound is a vibration, or vibrations make sound and sound makes vibrations.

Materials:

- Plastic Cups with rubber bands
- [String with hangers \(musical hangers\)](#)
- Two cups with string "telephones"
- Finger in ear station
- [Recording sheet!](#) (day 1 today)
- Big Sticky for Documentation and Debrief "How does sound move?"

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Wednesday

TP: How does sound get to your ear? (sound travels) (How does sound reach us?... from [lesson 2](#) exploring sound from Fred)

Launch:

1. Start by writing the big question of the day on the board "How does sound reach us?" on the board. Ask kiddos to turn and talk and take predictions. Get ideas and predictions generated in a quick class discussion before starting the experiment.

Experiment:

2. Yesterday we found out that sounds are vibrations (or vibrations make sounds). So since we know that vibrations make sound, and we hear a sound, then our ear can pick up vibrations. Our ear is a vibration detector. Today we will revisit the stations from yesterday but have a new question... "How do you think the sound gets to your ear?"
3. Model for students how to use the recording sheet for today and demo that you will draw a quick sketch/diagram with arrows explaining how you think the sound is getting to your ear and what the path of the sound is. Like yesterday, they will get 3-4 minutes to explore and rotate between stations with a 1 minute transition/wrap up in between. When the timer goes off rotate.

- **4 stations: (6 kids per each station)**

- **1. Plastic Cups (putting it on your ear and tapping on end of cup) *this is slightly different than last station!***
- **2. Musical Hangers**
- **3. Telephone cups with string**
- **4. Finger in ear tapping elbow**
 - *May need an adult to hang out at this station to demo. (you gently put your pointer finger in ear and tap on elbow)*

4. Ask students to explore the sound systems individually (could do partners if you prefer), thinking about how the sound gets to their ear and filling out the worksheet with the ear diagram, using arrows. Circulate as students are working to ask them how they think the sounds they are making are getting to their ears, and for students who feel stuck ask them **What do they see or feel as evidence?**

5. When students are finished exploring all stations, bring them back together to the rug to finish last minute recording. Have students quickly share in rug spots with partners before starting group debrief.

Debrief/science talk:

- *Optional (can do a big sticky as documentation or just discussion and use a students recording sheet for documentation):* Write the big questions (**How does sound get to your ear? [what is the path of sound?]**What did you see or feel that makes you think so?) in the middle of a poster for documentation and ask kiddos to answer based on what they just saw. T1 leads discussion and T2 records onto poster.
- *The goal of this discussion is for students to express that idea that sound travels through something to get to our ear.* Sound is a vibration, and that vibration travels through a medium (our arm, the pencil, the air) to get to our ear, where it is detected. Some of the evidence that students might have observed to support this idea is to feel the vibration, or sound, (for example in their arm when they tapped on their elbow, or in their jaw when they tapped on the pencil). They may have pinched the string telephone to stop the string from moving, or vibrating, and noticed that they could no longer hear the sound.
- **Show [video](#) at the end to clarify misconceptions**

Materials:

- **Plastic Cups**
- **[String with hangers \(musical hangers\)](#)**
- **Two cups with string "telephones"**
- **Finger in ear station**
- **[Recording sheet!](#) (do day 2 today)**
- **Big Sticky for Documentation and Debrief "How does sound reach us?/How do you know?"**

Friday (Creation Station, Documentation)

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Earth Day Creation Station?**Creation Station - 10:15 - 11:00**

Focus/Question: How can I build a tool that makes noise AND manipulate and change the sound/vibrations?

Materials (suggested ideas):

- Cups and rubber bands (different thickness of rubber bands)
- Beads/cups
- Straws and sticks

**Extensions:*

- *Make a diagram of how your invention/noise maker's sound travels to your ear*
- *Make a "guide" for a friend to be able to use your noisemaker. The goal is that they understand how to stop and start the sound AND to manipulate the vibrations.*

Week 4 April 29 - May 3**Week's Big Questions**

- What is pitch?
- How can we make our own music?

Tuesday - Blake Expert Visitor**Questions to Explore:**

- How does sound move?
- How do people record sound?

Intro

- Read part of a sound book related to music or the science of sound
- Share what we have learned about how sound works so far
- Build up excitement for our special visitor!

Blake's Lesson (30 mins)**Debrief**

- Fill out graphic organizer
- Dance party!
- 4 corners activity to share what you learned about sound from Mr. Blake today and what questions or wonders you still have about how sound works (This could also be done in a whole class circle or other format)

Materials

- Sound book (FDs have some!)
- [Graphic organizer](#)

Documentation

- Record a transcript of the conversation between Blake and the class or record a few student quotes
- Begin making a chart of vocab related to the arc to display and reference for the remaining of the arc!

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Thursday - Dylan Expert Visitor

*IQs have 30 mins for whole lesson, skip intro and debrief

Questions to Explore:

- What is pitch?
- How does pitch change?
- What is the relationship between pitch and vibration?

Dylan Expert Visitor**Debrief**

- Fill out graphic organizer (side 2 from Tuesday)

Materials (Dylan and Kelley will bring/find!)

- [Graphic organizer](#)

Documentation

- Record a transcript of the conversation between Dylan and the class or record a few student quotes
- Continue making a chart of vocab related to the arc to display and reference for the remaining of the arc!

Friday - Creation Station - 10:15 - 11:00

Focus/Question: Use instruments from last week to create songs.

Options:

- Write lyrics
- Make a rhythm

(Some groups go outside!)

Materials (suggested ideas):

Other options for creation station (found these on TPT):

Activity 1 – **Can Sound Make Materials Vibrate?** Materials needed for this activity: plastic bowls, saran wrap, salt or sugar, things to bang such as metal spoons and pots, wooden spoons and plastic cups, etc. Students are challenged to make salt move without touching the salt – they must experiment using sound waves!

Activity 2 - **Make a kazoo!** Materials needed: waxed paper, rolled up cardstock or paper towel/toilet paper tube, rubberband. Pattern included - decorate, cut, attach to tube, affix waxed paper with rubber band - a homemade kazoo! Worksheet included reviewing why it works.

Week 5 - May 6 - May 10**Week's Big Questions**

- How do I make a research plan around the question?
- How do different instruments make different sounds?

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Tuesday (Thursday for FDs)**Whole Group/half class groups**

- What are you still wondering about sound? (read a few questions from HSC)
 - How do you hear underwater and how do fish communicate?
- Write up all the different questions we still have, circle the juiciest research questions
 - Open vs. closed question
 - What color is a goldfish vs. what happens to goldfish when water
 - What would happen if...
 - How come...
- What do you do with a question? Go through the various ways to do research (use images on worksheet).
- To emphasize:
 - Dream big! You don't actually have to do this project, so call the leader of the UN if you want to!
- Things to write on the board:
 - Who are you collaborating with?
 - Where will you go?
 - What's the timeframe?

Independent Work

- Break class into two groups (FDs)
- Plan out research plan
- Take notes on focus students for ILP data about their ability to formulate a research question!

If done early:

- Make a materials list
- Make a calendar
- Write the names of people you will concern
- Write your interview questions

Debrief

- Partner share your question and research plan
- Share out with the whole class and celebrate planning!

Materials

- [Research plan](#)
- <https://docs.google.com/document/d/1QpnBrUy4VWMmdMCeQ7C8YYu8ar38qa9dSi7T655sZw/edit>

Wednesday - Ted expert visitor**Whole Group/half class groups**

- How do you create a song? How do different instruments make different sounds?

Independent Work

- A musical petting zoo!

Debrief

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<ul style="list-style-type: none"> - Fill out the reflection sheet <p>Materials</p> <ul style="list-style-type: none"> - Reflection sheets
<p>Friday (Creation Station, Documentation)</p> <ul style="list-style-type: none"> - Continuing with songs they made last week! And/or make updates to your instrument using what you've learned from Dylan and Ted about pitch! <p>Creation Station - 10:15 - 11:00</p> <p>Focus/Question: How can I make my instrument even better using what I learned about pitch?</p>

<p>Week #6- May 13 - 17</p> <p>Week's Big Questions</p> <ul style="list-style-type: none"> • What's your message about love? Why does it matter to you? • How could you use the power of sound to send a message about love?
<p>Tuesday</p> <p>Whole Group/half class groups</p> <p>For our final week of 1st grade you have the power to change the world. We is something that really really matters to you that you want to see changed in the world that has to do with love?</p> <p>Examples:</p> <ol style="list-style-type: none"> 1. I want people to be kinder at recess. 2. I want Donald Trump to build a bridge not a wall. 3. I want my brother to stop bullying me at home and love me like I love him. 4. I want homeless people to have homes and feel like they belong in SF. <p>Independent Work</p> <p>What's your message about love?</p> <p>Why does it matter to you?</p> <p>Students will be given an 11 by 17 paper to create their own message. Kiddos should be working solo during this activity!</p> <p>Debrief</p> <p>Have students share out their messages. Get kids thinking about different mediums that would work for different kinds of messages</p> <p>Materials</p>

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11 by 17 paper

Differentiation Strategies/Small groups

If kiddos are stuck, have them stay on the rug for idea generation support before going off and creating their "mini" poster

Documentation

Wednesday

Launch: Last time we explored our unique messages about LOVE that we want to share with the world. Now we need to explore HOW we are going to share that message. We are going to look at different mediums (ways) you can use sound to get these messages HEARD by others.

How could you use the power of sound to send a message about love?

Show examples of different mediums:

- --[poetry](#) (undocumented immigrants)
- --[song lyrics & melody](#) (love is love, LGBTQ+ rights)
- --[chant](#) (black lives matter)
- --[speech](#) (obama & living in a democracy)
- --rhythm, pitch, amplitude of instruments using tech

Chart each medium on an anchor chart after showing each one.

Independent Work (shorter than usual)

- Students choose what medium they want to use and start reflection (can post up on a post-it not)
- End of lesson: Students break into groups and start planning

Debrief

Share in a circle what medium you will be using to share your message on LOVE

Materials

Computer

Post-it notes

[Expression Plan](#) (if time)

Differentiation Strategies/Small groups

Circulate and support students in thinking through different mediums using an anchor chart that was created during the launch.

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Documentation
Friday (Creation Station, Documentation)
Creation Station - 10:15 - 11:00
Focus/Question: What is the plan for my message?
Materials: Expression Plan

<p>Week 7 May 20 - 24</p>	<p>Start putting your message into the medium</p> <ul style="list-style-type: none"> - Song (Emery) - Musiqquest app - Song (Emery) - template - Speech (Kelley) - template - Chant (Lauren) - template - Poem (Jenna) - template 	<p>PRIDE Creation Station</p>	<p>Music performance 5/23 at 9am</p> <p>Performance dress rehearsal or filming</p> <p>WORKSHOP DAY 2 (Music workshop with Emery) with iPads & lyrics (Science 12:15-1:10)</p>	<p>Field Day</p>
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Week #7 - May 20-24**Week's Big Questions**

- **What's your message about love? Why does it matter to you?**
- **How could you use the power of sound to send a message about love?**

Tuesday**Whole Group/half class groups**

- **Launch:** Last week we created our unique messages about LOVE and decided on our medium or HOW we will get the message to others.
- Today we will use our planning sheets to start putting the message into the medium!
- **How could you use the power of sound to send a message about love?**

Independent Work

- **Refer to their expression plans/anchor chart so each kiddo is reminded of what medium they are working on**
- **Teacher very briefly reviews each template before going off into independent work**
- Students break into groups and start planning with template
- *You will have today and thursday to put your planning sheets from Friday (expression plan) into your template for your specific medium that you chose.
- When you are ready and finished planning, then you may start on your final draft! The goal is to be finished with your template by the end of this week!"

Debrief

- **Share with a friend in a different group what you're most excited about for your medium!**

Materials

- [Expression Plan](#) (filled out from last week)
- **Templates**
 - Song (Emery) - [template](#)
 - Speech (Kelley) - [template](#)
 - Chant (Lauren) - [template](#)
 - Poem (Jenna) - [template](#)

Differentiation Strategies/Small groups

- If kiddos are having a rough time getting started provide examples of what a finished poem/song/speech/chant looks like.
- Circulate and support students in thinking through template.

Wednesday (Creation Station, Documentation) PRIDE Creation Station**Creation Station - 10:15 - 11:00**

Focus/Question: PRIDE Creation Station... How can you be a change maker and share a message you learned this week (from a book or guest speaker) about gay rights? What does pride mean to you? Why is it important to be proud of who you are?

Materials (suggested ideas): colored paper?

Thursday

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Whole Group/half class groups

***Continuation of Tuesday!*WORKSHOP DAY 2**

Performance dress rehearsal or filming...Use your template to start practicing your speech/poem/chant/song!

(Music workshop with Emery) with iPads & lyrics (Science 12:15-1:10)

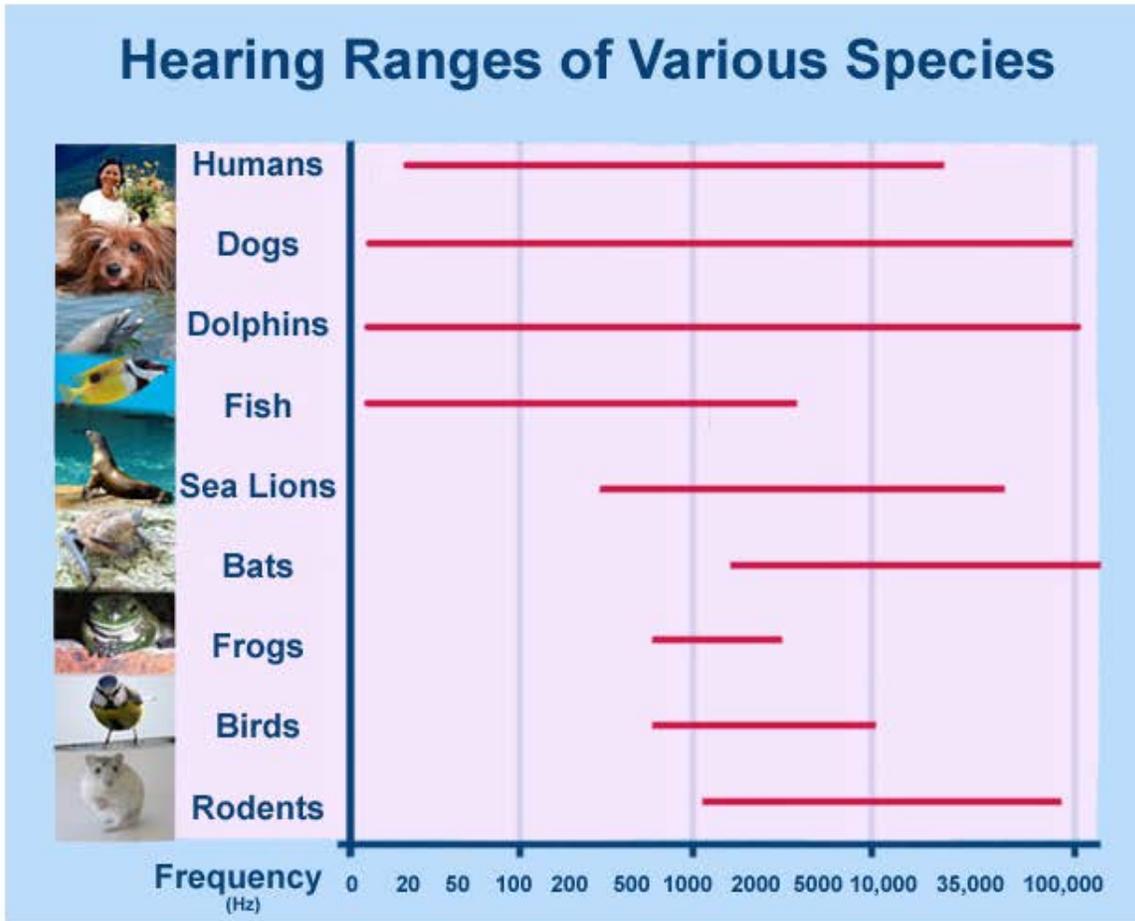
Independent Work

Debrief

Materials

Differentiation Strategies/Small groups

Documentation



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SAMPLE YEAR-LONG SCOPE & SEQUENCE: GRADE 5

Yearlong Scope and Sequence
Grade: 5
Year: 2019-20



This Year's Big Idea: How do Humans Thrive?	Launching Arc August 24 - October 5	Arc 1 October 8 - December 20	Arc 2 January 8 - March 22	Arc 3 April 1 - June 7
	Big Question: Human Rights What are the rights that every person is entitled to, and how do individuals and institutions ensure that those rights are upheld?	Big Question: Supporting Life What makes life on Earth possible, and is it possible for us to sustain life outside of Earth?	Big Question: Identity How do history, geography, physiology, psychology, and economics all shape my own complex identity and the identities of others?	Big Question: Life Science How do scientists observe and aid the natural world, and how can I?
SCIENCE: NGSS	5-ESS3: Earth and Human Activity	5-PS1: Matter and Its Interactions 5-PS2: Motion and Stability: Forces and Interactions 5-ESS1: Earth's Place in the Universe 5-ESS2: Earth's Systems 5-ESS3: Earth and Human Activity 3-5ETS1: Engineering Design	California Grade 5 Health Standards Exercise and Nutrition	5-LS1: From Molecules to Organisms 5-LS2: Ecosystems: Interactions, Energy, and Dynamics 5-PS3: Energy (all energy in ecosystems comes from the sun) 3-5ETS1: Engineering Design
SOCIAL STUDIES: C3 Framework	D2.Civ.2.3-5. Explain how a democracy relies on people's responsible participation, and draw implications for how individuals should participate. D2.Civ.4.3-5. Explain how groups of people make rules to create responsibilities and protect freedoms. D2.Civ.6.3-5. Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.	D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time. D2.His.2.3-5. Compare life in specific historical time periods to life today. D2.His.5.3-5. Explain connections among historical contexts and people's perspectives at the time. D2.His.6.3-5. Describe how people's perspectives shaped the historical sources they created.	D2.His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives. D2.His.9.3-5. Summarize how different kinds of historical sources are used to explain events in the past. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. D2.Eco.7.3-5. Explain how profits influence sellers in markets.	D2.Geo.10.3-5. Explain why environmental characteristics vary among different world regions D2.Geo.2.3-5. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics D2.Geo.1.3-5. Construct maps and other graphic representations of both familiar and unfamiliar places. D2.Geo.3.3-5. Use maps of different scales to

	D2.Eco.1.3-5. Compare the benefits and costs of individual choices. D2.Eco.2.3-5. Identify positive and negative incentives that influence the decisions people make. D2.Geo.2.3-5. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics. D2.Geo.6.3-5. Describe how environmental and cultural characteristics influence population distribution in specific places or regions. D2.His.2.3-5. Compare life in specific historical time periods to life today. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities.	D2.His.10.3-5. Compare information provided by different historical sources about the past D2.Geo.8.3-5. Explain how human settlements and movements relate to the locations and use of various natural resources.	D2.Eco.6.3-5. Explain the relationship between investment in human capital, productivity, and future incomes. D2.Eco.3.3-5. Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services. D2.Civ.12.3-5. Explain how rules and laws change society and how people change rules and laws. D2.Civ.13.3-5. Explain how policies are developed to address public problems. D2.Civ.14.3-5. Illustrate historical and contemporary means of changing society. D2.Civ.8.3-5. Identify core civic virtues and democratic principles that guide government, society, and communities. D2.Civ.10.3-5. Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues.	describe the locations of cultural and environmental characteristics D2.Geo.4.3-5. Explain how culture influences the way people modify and adapt to their environments. D2.Eco.3.3-5. Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.
INQUIRY: Process Skills	Is able to work with preferred and non-preferred peers Choose the best representation based on what is the best mode to display that information, not just on their preference, and can say why they chose it Can articulate their findings and adapt based on their audience and check for understanding Reflects on a learning process by writing and/or verbally describing a connection between an experience and a new way of thinking	Negotiates with others over a shared purpose Details multiple attributes from close observation and can describe increasingly complex systems in detail Gathers and recalls information from multiple sources (books, experts, peers' knowledge, etc.) to investigate a question Create a complex final inquiry project resulting from multiple iterations or prototypes	Facilitates group discussion to ensure equity of voice Uses knowledge learned from research to formulate investigations to deepen learning Recognizes when to provide more information, perspective, or clarification dependent on the audience Reflects on how their findings connect to the real world	Compromises with those who have different perspectives and ideas Independently formulates a research question and plans methods for investigation Makes predictions based on prior knowledge and revises them as new information unfolds Can create a step-by-step investigation, implement as planned, and modify when needed Constructs graphs, tables, etc. to express and compare data

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<p>READING: CCSS Units of Study</p>	<p>Literature Focus:</p> <p>Key Ideas and Details: CCSS.ELA-LITERACY.RL.5.1</p> <p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>CCSS.ELA-LITERACY.RL.5.2</p> <p>Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>CCSS.ELA-LITERACY.RL.5.3</p> <p>Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p> <p>Craft and Structure: CCSS.ELA-LITERACY.RL.5.4</p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>CCSS.ELA-LITERACY.RL.5.5</p> <p>Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>CCSS.ELA-LITERACY.RL.5.6</p> <p>Describe how a narrator's or speaker's point of view influences how events are described.</p> <p>Integration of Knowledge and Ideas:</p>	<p>Informational Text Focus:</p> <p>Key Ideas and Details: CCSS.ELA-LITERACY.RI.5.1</p> <p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>CCSS.ELA-LITERACY.RI.5.2</p> <p>Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>CCSS.ELA-LITERACY.RI.5.3</p> <p>Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>Craft and Structure: CCSS.ELA-LITERACY.RI.5.4</p> <p>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</p> <p>CCSS.ELA-LITERACY.RI.5.5</p> <p>Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>CCSS.ELA-LITERACY.RI.5.6</p> <p>Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>	<p>Literature Focus:</p> <p>Key Ideas and Details: CCSS.ELA-LITERACY.RL.5.1</p> <p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>CCSS.ELA-LITERACY.RL.5.2</p> <p>Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>CCSS.ELA-LITERACY.RL.5.3</p> <p>Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p> <p>Craft and Structure: CCSS.ELA-LITERACY.RL.5.4</p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>CCSS.ELA-LITERACY.RL.5.5</p> <p>Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>CCSS.ELA-LITERACY.RL.5.6</p> <p>Describe how a narrator's or speaker's point of view influences how events are described.</p> <p>Integration of Knowledge and Ideas:</p>	<p>Informational Text Focus:</p> <p>Key Ideas and Details: CCSS.ELA-LITERACY.RI.5.1</p> <p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>CCSS.ELA-LITERACY.RI.5.2</p> <p>Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>CCSS.ELA-LITERACY.RI.5.3</p> <p>Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>Craft and Structure: CCSS.ELA-LITERACY.RI.5.4</p> <p>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</p> <p>CCSS.ELA-LITERACY.RI.5.5</p> <p>Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>CCSS.ELA-LITERACY.RI.5.6</p> <p>Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>
	<p>WRITING: CCSS Units of Study</p>	<p>CCSS.ELA-LITERACY.RL.5.7</p> <p>Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p> <p>CCSS.ELA-LITERACY.RL.5.8</p> <p>(RL.5.8 not applicable to literature)</p> <p>CCSS.ELA-LITERACY.RL.5.9</p> <p>Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p>	<p>Integration of Knowledge and Ideas: CCSS.ELA-LITERACY.RI.5.7</p> <p>Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>CCSS.ELA-LITERACY.RI.5.8</p> <p>Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p>CCSS.ELA-LITERACY.RI.5.9</p> <p>Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>CCSS.ELA-LITERACY.RL.5.7</p> <p>Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p> <p>CCSS.ELA-LITERACY.RL.5.8</p> <p>(RL.5.8 not applicable to literature)</p> <p>CCSS.ELA-LITERACY.RL.5.9</p> <p>Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p>

<p>WRITING: CCSS Units of Study</p>	<p>Unit 1: Narrative Craft</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>CCSS.ELA-LITERACY.W.5.3.A</p> <p>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>CCSS.ELA-LITERACY.W.5.3.B</p> <p>Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p>	<p>Unit 2: The Lens of History: Research Reports</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CCSS.ELA-LITERACY.W.5.2.A</p> <p>Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>CCSS.ELA-LITERACY.W.5.2.B</p> <p>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p>	<p>Unit 3: Shaping Texts: From Essay and Narrative to Memoir</p> <p>Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>CCSS.ELA-LITERACY.W.5.8</p> <p>Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>CCSS.ELA-LITERACY.W.5.9</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>Unit 4: The Research-Based Argument Essay</p> <p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>CCSS.ELA-LITERACY.W.5.1.A</p> <p>Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</p> <p>CCSS.ELA-LITERACY.W.5.1.B</p> <p>Provide logically ordered reasons that are supported by facts and details.</p> <p>CCSS.ELA-LITERACY.W.5.1.C</p> <p>Link opinion and reasons using</p>
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	<p>CCSS.ELA-LITERACY.W.5.3.C</p> <p>Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>CCSS.ELA-LITERACY.W.5.3.D</p> <p>Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>CCSS.ELA-LITERACY.W.5.3.E</p> <p>Provide a conclusion that follows from the narrated experiences or events.</p>	<p>CCSS.ELA-LITERACY.W.5.2.C</p> <p>Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>CCSS.ELA-LITERACY.W.5.2.D</p> <p>Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>CCSS.ELA-LITERACY.W.5.2.E</p> <p>Provide a concluding statement or section related to the information or explanation presented.</p>	<p>CCSS.ELA-LITERACY.W.5.9.A</p> <p>Apply <i>grade 5 Reading standards</i> to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").</p> <p>CCSS.ELA-LITERACY.W.5.9.B</p> <p>Apply <i>grade 5 Reading standards</i> to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").</p>	<p>words, phrases, and clauses (e.g., <i>consequently, specifically</i>).</p> <p>CCSS.ELA-LITERACY.W.5.1.D</p> <p>Provide a concluding statement or section related to the opinion presented.</p>
<p>NUMERACY: CCSS Singapore Units, Eureka Math Units, Math in Focus, ENY?</p>	<p>Place Value/Base Tens CCSS.MATH.CONTENT.5.NBT.A.1</p> <p>Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.</p> <p>CCSS.MATH.CONTENT.5.NBT.A.2</p> <p>Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.</p> <p>CCSS.MATH.CONTENT.5.NBT.A.3</p> <p>Read, write, and compare decimals to thousandths.</p> <p>CCSS.MATH.CONTENT.5.NBT.A.3.A</p>	<p>Fractions</p> <p>Use equivalent fractions as a strategy to add and subtract fractions. CCSS.MATH.CONTENT.5.NF.A.1</p> <p>Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. <i>For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)</i></p> <p>CCSS.MATH.CONTENT.5.NF.A.2</p> <p>Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of</p>	<p>Continuation of Fractions</p> <p>CCSS.MATH.CONTENT.5.NF.B.6</p> <p>Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.</p> <p>CCSS.MATH.CONTENT.5.NF.B.7</p> <p>Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.1</p> <p>CCSS.MATH.CONTENT.5.NF.B.7.A</p> <p>Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. <i>For example, create a story context for $(1/3) \div 4$, and use a visual fraction model to show the</i></p>	<p>Geometry and Operations & Algebraic Thinking</p> <p>Graph points on the coordinate plane to solve real-world and mathematical problems. CCSS.MATH.CONTENT.5.G.A.1</p> <p>Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).</p>

	<p>Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.</p> <p>CCSS.MATH.CONTENT.5.NBT.A.3.B</p> <p>Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>CCSS.MATH.CONTENT.5.NBT.A.4</p> <p>Use place value understanding to round decimals to any place.</p> <p>Perform operations with multi-digit whole numbers and with decimals to hundredths. CCSS.MATH.CONTENT.5.NBT.B.5</p> <p>Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p>CCSS.MATH.CONTENT.5.NBT.B.6</p> <p>Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>CCSS.MATH.CONTENT.5.NBT.B.7</p> <p>Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p>	<p>fractions to estimate mentally and assess the reasonableness of answers. <i>For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.</i></p> <p>Apply and extend previous understandings of multiplication and division. CCSS.MATH.CONTENT.5.NF.B.3</p> <p>Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. <i>For example, interpret $3/4$ as the result of dividing 3 by 4, noting that $3/4$ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size $3/4$. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?</i></p> <p>CCSS.MATH.CONTENT.5.NF.B.4</p> <p>Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.</p> <p>CCSS.MATH.CONTENT.5.NF.B.4.A</p> <p>Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. <i>For example, use a visual fraction model to show $(2/3) \times 4 = 8/3$, and create a story context for this equation. Do the same with $(2/3) \times (4/5) = 8/15$. (In general, $(a/b) \times (c/d) = (ac)/(bd)$.)</i></p> <p>CCSS.MATH.CONTENT.5.NF.B.4.B</p>	<p><i>quotient. Use the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$.</i></p> <p>CCSS.MATH.CONTENT.5.NF.B.7.B</p> <p>Interpret division of a whole number by a unit fraction, and compute such quotients. <i>For example, create a story context for $4 \div (1/5)$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$.</i></p> <p>CCSS.MATH.CONTENT.5.NF.B.7.C</p> <p>Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. <i>For example, how much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $1/3$-cup servings are in 2 cups of raisins?</i></p> <p>Operations and Algebraic Thinking</p> <p>Write and interpret numerical expressions. CCSS.MATH.CONTENT.5.OA.A.1</p> <p>Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.</p> <p>CCSS.MATH.CONTENT.5.OA.A.2</p> <p>Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating</p>	<p>CCSS.MATH.CONTENT.5.G.A.2</p> <p>Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.</p> <p>Classify two-dimensional figures into categories based on their properties. CCSS.MATH.CONTENT.5.G.B.3</p> <p>Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</p> <p>CCSS.MATH.CONTENT.5.G.B.4</p> <p>Classify two-dimensional figures in a hierarchy based on properties.</p> <p>Measurement & Data</p> <p>Convert like measurement units within a given measurement system. CCSS.MATH.CONTENT.5.MD.A.1</p> <p>Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.</p> <p>Represent and interpret data. CCSS.MATH.CONTENT.5.MD.B.2</p> <p>Make a line plot to display a data set of measurements in fractions of a unit ($1/2, 1/4, 1/8$). Use operations on fractions for this grade to solve problems involving information presented in line plots. <i>For example, given</i></p>
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		<p>Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.</p> <p>CCSS.MATH.CONTENT.5.NF.B.5</p> <p>Interpret multiplication as scaling (resizing), by:</p> <p>CCSS.MATH.CONTENT.5.NF.B.5.A</p> <p>Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.</p> <p>CCSS.MATH.CONTENT.5.NF.B.5.B</p> <p>Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.</p>	<p>them. For example, express the calculation "add 8 and 7, then multiply by 2" as $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product.</p> <p>Analyze patterns and relationships. CCSS.MATH.CONTENT.5.OA.B.3</p> <p>Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.</p>	<p>different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.</p> <p>Geometric measurement: understand concepts of volume. CCSS.MATH.CONTENT.5.MD.C.3</p> <p>Recognize volume as an attribute of solid figures and understand concepts of volume measurement.</p> <p>CCSS.MATH.CONTENT.5.MD.C.3.A</p> <p>A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume.</p> <p>CCSS.MATH.CONTENT.5.MD.C.3.B</p> <p>A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.</p> <p>CCSS.MATH.CONTENT.5.MD.C.4</p> <p>Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.</p> <p>CCSS.MATH.CONTENT.5.MD.C.5</p> <p>Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.</p> <p>CCSS.MATH.CONTENT.5.MD.C.5.A</p> <p>Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show</p>
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				<p>that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.</p> <p>CCSS.MATH.CONTENT.5.MD.C.5.B</p> <p>Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.</p> <p>CCSS.MATH.CONTENT.5.MD.C.5.C</p> <p>Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems</p>
<p>SEL: Competencies C3</p>	<p>Use listening skills to identify the feelings/perspectives of others</p> <p>Work together with peers to address a need</p> <p>Describe how they physically respond to emotion</p> <p>Recognize and label emotions and discuss how they are linked to behavior</p> <p>Identify reasons why honesty is a valued trait</p>	<p>Work together with peers to address a need</p> <p>Distinguish among intensity levels of their emotions</p> <p>Use self-monitoring strategies (self talk) to regulate emotions</p> <p>Use attentive listening skills to foster better communication</p> <p>Demonstrate cooperative behaviors in a group (e.g. listen, encourage, acknowledge opinions, compromise, reach consensus)</p>	<p>Recognize that people from different cultural and social groups share many things in common, as well as contribute different strengths to the community</p> <p>Define stereotyping, discrimination, and prejudice</p> <p>Describe the personal qualities they possess that make them successful members of their school community</p> <p>Recognize the difference between positive and negative relationships</p> <p>Develop awareness that social cues may be different among various groups</p>	<p>Show skills in handling high-pressure situations (calm down, walk away, mediation)</p> <p>Generate alternative solutions to problems and predict possible outcomes</p> <p>Distinguish between destructive and constructive ways of dealing with conflict, including that conflict is a natural part of life</p>

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ART: VAPA Inquiry Connections		Physical science explained through dance Clay work to go with states of matter	Dance, Visual Art, Theater, and Music as a form of self-expression and identity exploration	Life sciences and organisms- visual art connection? Music composition?
PE: CA Standards				
Health: 2019 Framework	Positive social interactions with peers and adults		Broad identity exploration coupled with California health standards. Please see document here for more details.	

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Grade 2

<Student>'s Individualized Learning Plan (ILP)

Arc 3, Spring 2018



Reading

End of Year Goals	<p>Habits <Student> will be able to draw inferences and summarize her learning from a variety of text genres</p> <p>Skill <Student> will read independently at level M by developing her ability to scoop up words in phrases and recognize changes in narration and emphasis to read fluently</p>	
<p>Arc 1 Progress</p> <p>Independent Reading Level I</p> <p>Instructional Reading Level J</p> <p>Accuracy: 95</p> <p>Comprehension no</p>	<p>Arc 2 Progress</p> <p>Independent Reading Level M</p> <p>Instructional Reading Level N</p> <p>Accuracy: 98%</p> <p>Comprehension N</p> <p>Teacher Remarks: <Student> has grown tremendously in reading at The New School and has met both her reading goals. She is able to consider the character's emotions and motivations, and retell stories succinctly. She is currently reading independently at a level M. She can continue to work on using text evidence to support her thinking and text responses, as well as answering more inferential questions. I'd also love her to speak up more during book talks, as she has many insightful comments to share!</p>	<p>Arc 3 Progress</p> <p>Independent Reading Level O</p> <p>Instructional Reading Level P</p> <p>Accuracy: 98%</p> <p>Comprehension no</p> <p>Teacher Remarks: <Student> has met both of her reading goals this year. Her dramatic growth demonstrates a love of literature, an interest in thinking about characters and a dedication to learning. She reads fluently, with expression, and asks questions about vocabulary words or character motivations. <Student> should continue to read lots over the summer and to talk about the books she reads! She can particularly work on her retelling of the major themes and lessons from a text, particularly without prompting.</p>

SAMPLE INDIVIDUALIZED LEARNING PLAN, ARC 3, GRADE 2

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Writing

End of Year Goals	Habits: <Student>will write across pages on a single topic, drawing inspiration from her life and the books she reads	
	Skill: <Student> will develop her ability to use lowercase letters and punctuation	
Arc 1 Progress Writing Score: 1	Arc 2 Progress Writing Score: 1.5 Teacher Remarks: <Student> has shown some growth toward her writing goals. She is showing greater expression and some literary language in her writing. She can continue to work toward her goals by attending to upper and lowercase conventions, punctuation, and specific (versus generic) description words. At home, when she writes HSCs, providing sentence starters or frames for supporting detailed sentences can help her develop an ability to write across pages.	Arc 3 Progress Writing Score: 3 Teacher Remarks: <Student> has met both of her writing goals. Her writing is fluid, expressive, and clearly borrows stylistically from the fiction she reads. She has grown in her conventions and uses mostly lowercase letters, though she can still correct the occasional misplaced capital letter. She uses punctuation, transition words, and works in character feelings as well. This has been a tremendous year of growth for <Student>!

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Math

End of Year Goals	<p>Habits: <Student> will model with mathematics when solving word problems that require addition and subtraction, using pictures and words to represent her thinking</p> <p>Skill: <Student> grow at least 40% on our standards benchmark by developing a strong understanding of place value and solving addition and subtraction within 1,000</p>	
<p>Arc 1 Progress</p> <p>Math Benchmark: 7%</p>	<p>Arc 2 Progress</p> <p>Math Benchmark: 25%</p> <p>Teacher Remarks: <Student> is making progress towards her numeracy goals his year. She is able to use tens and ones to model her thinking with tens and ones, and she is beginning to be able to work with larger numbers. <Student> still can get confused by more complex problem types, so we are also working on her building her self-advocacy and seeking peer or adult help when needed during math. Overall, she is curious and engaged and has shown impressive learning over the past few months!</p>	<p>Arc 3 Progress</p> <p>Math Benchmark: 35.3%</p> <p>Teacher Remarks: <Student> has made great growth in numeracy this year and has met her habit goal of learning model mathematical problems with pictures, words and numbers. Her problem-solving skills have developed well and she thinks logically and reasons with numbers. Due to how much content she had to learn this year, there are still come specific areas in which <Student> needs to continue to grow, and she has not yet met her skill goal. Specifically, she can work on subtracting 2-digit numbers by using place value, telling time, counting money, and solving 2-step problems. We are proud of her growth and expect her to continue to grow as a mathematician!</p>

The New School of San Francisco Petition

Social Emotional Learning

End of Year Goals	Habits: <Student> will appropriately engage in play and conversation with others, including taking turns and making social connections	
Arc 2 Progress	<Student> is making progress towards this goal. She has been building her social interactions with peers and has begun to develop some friendships. I encourage playdates outside of school with peers of interest as she continues to get to know her community. She and I also set an additional goal of telling adults about her feelings and needs so that we can support her at school, as well as at home. She is going to work on "being brave" to express her emotions.	Arc 3 Progress <Student> has met her SEL goal this year and appears to be well adjusted to her life as a New Schooler. She has formed friendships with several classmates and can be found engaging in play freely. <Student> seems fond of this community and shares ideas or ways for us to improve as community members. We are excited about <Student>'s connections with her classmates and hope that she continues to love New School next year.

Inquiry

End of Year Goals	Habits: <Student> will communicate theories and share ideas with peers and adults, providing clarification when asked	
Arc 2 Progress	<Student> has made great progress in her inquiry skills and is a wonderful team mate. She shares her ideas and brings in knowledge and resources from home. She builds on the thoughts of others and focuses her team on the process of inquiry, rather than just the process. We'd like her to continue to grow by learning to ask follow up questions and promote additional questioning among her peers.	Arc 3 Progress <Student> has exceeded her inquiry goal this year, while she started out somewhat reticent to engage in our inquiry groups, she is now an active participant and willingly shares her theories and suggestions. <Student> adds to and builds on the thinking of a group naturally and though she is not always the first to jump into the conversation, when she does her reflections are thoughtful. We are so glad that <Student> is exploring new ways of learning through our inquiry workshops.

The New School of San Francisco Petition

Art

<p>Arc 2 Progress <Student> understands tint, shade, tone very well. She engages in all art activities independently</p>	<p>Arc 3 Progress Has met the elements of dance. Participates in all activities independently.</p>
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Spanish

<p>Arc 2 Progress <Student> makes a huge effort in learning Spanish, she glows in most of the themes we have learned this year. <Student> can benefit from practicing numbers up to 100.</p>	<p>Arc 3 Progress <Student> glows in most of the themes we have learned this Arc and she can understand some vocabulary in Spanish. <Student> also does a great job in her waste assortment, recycling, composting and trash. I am very proud of how much <Student> has grown in my class this year.</p>
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Additional Comments

Arc 2 Comments:	Arc 3 Comments:
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STUDENT-LED CONFERENCES: DRAFT OVERVIEW



Student Ownership Over Learning

Framing

Graduates of the New School of San Francisco will be:

- Academically Thriving Students
- Self-Reflective Individuals
- Creative Problem Solvers
- Lifelong Learners
- Agents of Positive Social Change

These traits all hinge upon a student’s ability to take ownership over their learning; they must be able to reflect on their areas of strength and opportunities for growth, set meaningful goals for their own development, and take purposeful steps to meet those goals. It is a tall order, and one that our students are entirely capable of meeting.

There are three major mechanisms that the NSSF team has discussed using in order to support and measure the success of this type of student reflection and ownership at major milestones within the fifth grade academic year. They are each detailed briefly below.

Figure 1: Three Mechanisms to Support and Measure Student Ownership Over Learning

1	<p><u>Student-led Conferences</u></p> <p>New School families are currently invited to meet with their child’s teachers three times a year to discuss their child’s interests, areas of strength, and opportunities for growth. Student-led conferences bring students into this process and eventually place them in the driver’s seat. They show their families examples of their work, demonstrate skills they have mastered or are working on, and review their goals and progress towards those goals.</p>
2	<p><u>Student-Directed EOY Inquiry Project</u></p> <p>We have been leading our students towards a self-directed inquiry arc since they began at New School, and this is the year for them to spread their wings. Just as we would scaffold the activities in a second grade inquiry arc as students prepare for Expos, so must we guide our fifth graders through an intentional questioning protocol to arrive at an inquiry question that matters to them. Then, through teacher modeling, individual and group conferencing, and a series of thoughtful deadlines, we will guide students through the steps they need to take in order to reach conclusions and take action on their inquiry question. Students will then present the results of their self-</p>



	directed inquiry project to a panel of experts, peers, and teachers.
3	<p><u>Culminating Portfolio and Defense</u></p> <p>Many middle schools and high schools include a cumulative portfolio and its defense as part of their graduation requirements. This portfolio is a collection of student work that contains student-chosen examples that model their mastery of key skills within their school’s graduate profile. The portfolio, which is often compiled and shared online, can be viewed independently and in-depth by assessors. The student then defends their portfolio in an in-person presentation to a panel that includes teachers, administrators, experts, and family. The relationship between a portfolio and the defense can be compared to the relationship between a resume and an in-person job interview. They are complementary pieces of evidence to show that a student has mastered the skills necessary to prepare them for the next phase in their education.</p> <p>Given NSSF’s stated priority of creating graduates that are self-reflective individuals and life-long learners, it seems likely that portfolio defenses, particularly in high school, will be one of the tools we use to foster those skills in our students. A cumulative portfolio and defense also provides a sense of closure and demarcation between different phases of education. If student portfolios and defenses will be a part of our secondary graduation requirements, it might be valuable to include a modified version of them in our elementary graduation requirements. This would set a precedent for students and begin building the skills we will be looking for as they continue to grow.</p>

This document will conclude with a proposal of which of these mechanisms we should plan to implement in fifth grade and how to do so, including specific rubrics and templates. However, in order to make any of these options possible, we will first need to create a habit of students setting their own goals and tracking their own progress towards their goals regularly in the classroom. Proficiency in these skills is a prerequisite for meaningful student leadership in any of the above activities. The following section outlines several ideas for building those habits in our students.

Building Student Skills in Goal Setting and Progress Tracking

There is no surer way to undermine the effectiveness of a student-led conference than to ask a student how they are doing in a given area and for them to respond with a blank look and the words, “I don’t know.” Long before we arrive at a conference, an inquiry project presentation, or a portfolio defense, our fifth grade team must engage students in a variety of activities that build their ability to



speak about their progress in very specific and concrete terms. That means they are receiving regular feedback on their work, tracking their own progress on key skills, and participating in guided reflection activities with the support of their teachers. Here is how we will do that:

Goal Setting

- Both teacher-chosen and student-chosen goals
- Both whole-class goals and individual goals
- Both year-long and shorter time periods

Students Tracking Their Own Progress

- **Numeracy:** Tracking their performance on math exit slips (teacher-created), problem-solving tasks, and unit assessments. This could be contentious, but we might also want to measure students' math facts mastery in some un-timed, self-reflective way.
 - Unit by unit learning checklists for students to reflect on the individual skills that they are mastering or need more time to work on. Each skill on these checklists is linked to one or more 4-questions exit ticket formative assessments that give a snapshot of how the student is doing on a given skill. [Examples here.](#)
- **Writing:** Scoring their own writing skills (and practicing scoring their peers' writing) against specific and accessible rubrics *and* discussing the thought process behind these rubrics in depth.
 - [Narrative Rubric from Calkins](#)
 - [Informational Rubric from Calkins](#)
 - [Persuasive Rubric from Calkins](#)
- **Reading:** Tracking their reading fluency and comprehension skills (Running records? Fluency passages for selected students?)
- **Science and Social Studies:** as measured by teacher and student created assessments
- **Inquiry Skills:** as shown by their inquiry arc projects

Guided Reflection Activities

- Teacher-guided reflection lessons in specific content areas, such as performance on a writing rubric, *and* more big picture stepbacks at the beginning/end of each inquiry arc and in preparation for student-led conferences.
- Meaningful reflection on a portfolio of student work will require an easily accessible student portfolio format. This could be a low-tech binder or a more comprehensive online platform like [Fresh Grade](#).



- [Here](#) is an example template for a student goal setting sheet with a built-in area for a student to reflect on how they are progressing towards their goal. Much of this we are already doing through our ILPs- this is simply taking the next step of involving students more deeply within their ILPs.

Possible Configurations of Student-Led Learning Reflection Opportunities

The follow section outlines several possible schedules for implementing our student-led learning reflection mechanisms. It ends with a recommendation for a schedule that balances giving students the necessary opportunities to take charge of presenting their learning progress with realistic expectations for what is possible in one school year.

One concern that came up consistently throughout the research for this proposal was that teachers and families sometimes want to discuss things without a student present. As a student becomes older and takes a greater level of responsibility for their learning, they *should* be a part of the large majority of conversations around their learning, and we should embrace every opportunity to make sure they are included. However, in order to help make sure that parents and teachers start the school year on the same page, each of the proposed schedules starts with a parent-teacher communication opportunity that does not have to include the student. This could be in the form of a home visit or open office hours at school or a coffee shop with teachers, and it should happen in the Launching Arc.

Option 1: Going for Broke

Launching Arc	Arc 1	Arc 2	Arc 3
Parent-teacher meetings without students (home visits? Meet the teacher opportunity?)	Teacher-led conferences with student participation	Co-facilitated conferences with student and teachers	Student-led conferences
			Student-directed inquiry project presentation to a panel
			Elementary portfolio defense to a panel

In this option, we try to do all three of our mechanisms: student-led conferences, a student-led inquiry project presentation to a panel, and a portfolio defense to a panel of family, teachers, and other adults who are important to the student’s life. This option starts conferences in Arc 1 with a teacher-led conference that the student is a part of, before moving to a co-facilitated conference in Arc 2, and finally releasing all ownership to the student in Arc 3. This structure would give a gradual release of responsibility that would hopefully set students up for success



in leading their own conferences. The downfall of this option is that we end up having student-led conferences, a student-led inquiry project presentation, and a portfolio all happening in the third Arc. This seems like too much to do well.

Option 2: Pushing Up the Student-Led Conferences

Launching Arc	Arc 1	Arc 2	Arc 3
Parent-teacher meetings without students (home visits? Meet-the-teacher opportunity?)	Co-facilitated conferences	Student-led conferences	Student-directed inquiry project presentation to a panel
			Elementary portfolio defense to parents and panel

Option 2 aims to correct for the overwhelming amount of projects in Arc 3 that we saw in Option 1 by moving up the timeline for student-led conferences. Instead of starting with a teacher-led conference that a student sits in on, this option jumps straight to a co-facilitated conference in Arc 1 and then moves to a student-led conference in Arc 2. This is less of a gradual release than in Option 1, but based on previous student-led conferences I have facilitated, I believe that our students would be able to handle this. Then, in Arc 3, the portfolio defense replaces the student-led conference. This portfolio defense could happen in either a panel format or in a smaller venue that only includes the student's family and teachers. If the portfolio occurred in a smaller format, the only major differentiator from a student-led conference would be the fact that the student is reflecting on their work from that past several years instead of just the past few months.

Option 3: No Portfolio Defense

Launching Arc	Arc 1	Arc 2	Arc 3
Parent-teacher meetings without students (home visits? Meet the Teacher?)	Teacher-led conferences with student participation	Co-facilitated conferences	Student-led conferences
			Student-directed inquiry project presentation to a panel and at Expo



Option 3 simply removes the portfolio defense. As we look into our future as a school, it is likely that portfolio defenses will become a part of our graduation requirements from middle school and high school, but it is not a non-negotiable part of our graduation requirements from elementary school. If a portfolio defense seems like too much to do in our first year, this option would be a good one.

Option 4: Push Up Student-Led Conferences and De-emphasize Portfolios

Launching Arc	Arc 1	Arc 2	Arc 3
Parent-teacher meetings without students (home visits? Meet the teacher?)	Co-facilitated conferences	Student-led conferences	Student-directed inquiry project presentation to a panel and displayed at expo
			Elementary portfolio display at expo

Option 4 uses the same accelerated schedule for student-led conferences that Option 2 does, and it also limits the amount of time that would be dedicated to the portfolio defenses in Arc 3. Instead of requiring students to present their portfolio defenses to a panel, we could have them create a display and a narrative of their progression in our major content areas (reading, writing, numeracy, inquiry skills, etc.) to have on display during our final Exposition. For example, students could choose a writing sample from each of their years in elementary school from their online portfolios and reflect on their growth throughout the years, but they would not do an extended presentation to a dedicated panel. Rather, visitors to the Expo Night, including their families, could hear that presentation on their own schedule for the night. This option would reserve the panel presentation for the final student-directed inquiry project, and a part of the student's task in creating their inquiry project would be inviting their families, former teachers, administrators, and experts in their chosen area to be on their panel. Doing one panel presentation well seems more realistic than attempting to do two panel presentations.

A student's final inquiry project would also be presented at the final Expo Night, in addition to their panel presentation, but the Expo Night presentation would be more celebratory and relaxed than the panel presentation.

Recommendation

I recommend that the Grade 5 team adopts Option 4 for our schedule of student-led learning reflection mechanisms. Option 4 includes some version of all



three of our mechanisms (student-led conferences, student-led final inquiry project, and elementary portfolio) and reserves enough time and energy to dedicate to our final inquiry projects; since this will be our first attempt at an entirely student-led inquiry project, we must make them feel incredibly important to students, keep them academically rigorous, and bring our broader community in to the process.

HEALTH & SEX EDUCATION SCOPE & SEQUENCE

Human Sexuality Education Scope and Sequence: Kindergarten – 8th Grade

Kindergarten & First Grade – Six one-hour sessions

Family diversity and celebrations; body parts names, functions, and care; where babies come from; changing and growing; feelings and identifying trusted adults; staying safe (consent).

Parent Orientation/Discussion/Education – One two-hour session

Becoming an Askable Parent (how to answer questions); dealing with masturbation; talking about bodies and boundaries.

Grades 2 and 3 – No need for sexuality education here per se, but if students haven't yet had consent and safety lessons, it is important to bring those in at this age level. General health education is helpful at this age and some of the scope for those sessions can be found here: <https://www.cde.ca.gov/be/st/ss/documents/healthstandmar08.pdf> (pgs. 10 – 17).

Parent Orientation/Discussion/Education – One two-hour session

Becoming an Askable Parent (how to answer questions); media messages; parenting in the digital age; evaluating risk.

Grade 4 - Four or five one-hour sessions

The notion that puberty is just around the corner for most of them: female-bodied puberty (physical & emotional changes, gender identity intro); male-bodied puberty; reproductive system and its role in the perpetuation of the species; consent education; empathy for self and others' changes; same-sex sessions (optional).

Parent Education Evening – One two-hour session

Getting ready for tweens/development; sharing lesson materials; becoming an Askable Parent; planning for discussions about porn; sharing classroom materials.

Grade 5 – Six or seven one-hour sessions

Changes of puberty; human reproduction/life cycle; orientation/gender identity & sex-role stereotyping; body image/media messages; STIs (HIV/AIDS); staying safe.

Parent Education Evening – One two-hour session

Puberty (what to expect in one's child); personal values; answering questions; porn and online safety; advertising/media messages; sex-role stereotyping; sharing classroom materials.

Grade 6 - Eight or nine one-hour sessions

Puberty review & continued; reproduction/pregnancy & birth; decision-making; gender-role stereotyping; LGBTQ & allies; crushes & consent; body image; healthy relationships/peer pressure/refusal skills.

Parent Education Evenings – Two two-hour sessions

Adolescent development/risk-taking/brain science; conflicting messages; initiating conversations; accurate information; sharing classroom materials.

Grades 7 and 8 – Sometime during grades 7 & 8, the California Healthy Youth Act mandates that certain topics must be covered. We can determine at a future date which topics we would like to cover in which grade. The list of the mandated topics are below and came from this site:

https://fhop.ucsf.edu/sites/fhop.ucsf.edu/files/custom_download/CA%20Healthy%20Youth%20Act%20Toolkit%20Portfolio%20%28combined%20files%29_0.pdf

MTSE also recommends some additional content which we may include in our scope and sequence if we are interested. This content is noted beneath the mandated topics.

1) To provide pupils with the knowledge and skills necessary to protect their sexual and reproductive health from HIV and other STIs and from unintended pregnancy

- 2) To provide pupils with the knowledge and skills they need to develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family
- 3) To promote understanding of sexuality as a normal part of human development
- 5) To provide pupils with the knowledge and skills necessary to have healthy, positive, and safe relationships and behaviors

Instruction and materials include skill-building activities to enable students to:

Protect their sexual and reproductive health from HIV and other STIs and from unintended pregnancy; develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family; develop healthy, positive, and safe relationships and make healthy decisions.

HIV & STIs

Covers how HIV and other STIs are and are not transmitted, including relative risks of infection according to specific behaviors. Teaches methodology for preventing or reducing risk of transmission. Provides information about the treatment of HIV and other STIs and discusses social views on HIV and AIDS, including stereotypes and myths. Emphasizes that successfully treated HIV-positive individuals have a normal life expectancy, all people are at some risk of contracting HIV, and the only way to know if one is HIV-positive is to get tested.

Contraception

Provides information about the effectiveness and safety of all FDA-approved contraceptive methods in preventing pregnancy.

Abstinence

Provides information that abstinence from sexual activity and injection drug use is the only certain way to prevent HIV and other STIs and abstinence from sexual intercourse is the only certain way to prevent unintended pregnancy. Covers the value of delaying sexual activity while also providing medically accurate information on other methods of preventing HIV and other sexually transmitted infections and pregnancy.

Pregnancy & Pregnancy Outcomes – includes:

an objective discussion of all legally available pregnancy outcomes, including, but not limited to:

- 1) Parenting, adoption, and abortion;
- 2) Information about the law on surrendering custody of an infant; and
- 3) The importance of prenatal care.

Sexual Orientations

Instruction and materials recognize that people have different sexual orientations and different orientations are explained.

Gender, Gender Expression, Gender identity

Includes instruction on gender, gender expression, gender identity, and explores the harm of negative gender stereotypes.

Relationships

Teaches the value of and prepares students to form and maintain healthy, committed relationships that are based on mutual respect, effective communication and affection, and are free from violence, coercion, and intimidation.

Sexual Abuse and Violence

Includes information about sexual assault, adolescent relationship abuse, and intimate partner violence.

Sexual Harassment

Includes information about sexual harassment.

Sex Trafficking

Includes information about sex trafficking.

Communications with parents and other trusted adults

Instruction and materials encourage pupils to communicate with their parents, guardians, or other trusted adults about human sexuality and provides knowledge and skills necessary for these discussions.

Local Resources

Provides information about local resources and student rights to accessing sexual and reproductive health care and assistance with sexual assault and intimate partner violence.

Additional *More Than Sex Ed* suggestions:

- What is Sexuality? – a broad overview of what sexuality entails, differentiating sexuality from sex
- Examining Values – values form the basis of healthy decision-making, so personal values are clarified and discussed
- Lovemaking – what do people actually do together? This is a common question from young people and this session helps clarify definitions and choices about whether to engage and in what
- Sexuality, Social Media, and the Internet – no sexuality education discussion is complete without the integration of information about the outsized role of sexual imagery and messages online
- Bullying and Bystander Responsibilities – this may be covered from Kindergarten on, but if there hasn't yet been direct instruction it is important to do it here

Parent Education Evenings – Two two-hour sessions

Personal values; answering difficult questions; adolescent development/risk-taking/brain science; conflicting messages; initiating conversations; porn and how to deal; accurate information; sharing classroom materials.

RESOURCE GUIDE TO 21ST CENTURY LEARNING

Resources for 21st Century Learning

Videos, Film

- Video: ***Did you know??***
 - <http://www.youtube.com/watch?v=evAivHL2udk&feature=related> This 5-minute video is very energizing. It was created by Karl Fisch, a teacher who also writes a blog on 21st century learning <http://thefischbowl.blogspot.com/>.
- Film: **The Finland Phenomenon** <http://www.2mminutes.com/products/pc/viewPrd.asp?idProduct=22>
 - View trailer <http://www.youtube.com/watch?v=bcC2l8ziolw>
 - Forbes review <http://www.forbes.com/sites/erikkain/2011/05/02/the-finland-phenomenon-inside-the-worlds-most-surprising-school-system/>
- Film: **World Peace and Other Fourth Grade Achievements** <http://www.rosaliafilms.com/>
- Film: **Designing Schools for the 21st Century** <http://newlearninginstitute.org/21stcenturyeducation/student-centered-learning/designing-schools-for-21st-century-learning.html>
 - Accompanying book: [The Language of School Design – Design Patterns for 21st Century Schools](#)

Resources for 21st Century Learning

Videos, Film

- PBS documentary: **Digital Media – New Learners of the 21st Century**
<http://video.pbs.org/video/1797357384/>
- Video: **The Independent Learning Project:**
 - Independence Day: Developing Self-Directed Learning Projects Independence Day: Developing Self-Directed Learning Projects <http://learning.blogs.nytimes.com/2011/03/21/independence-day-developing-self-directed-learning-projects/?scp=10&sq=high%20school&st=cse>

RSAs

- Ken Robinson <http://www.youtube.com/watch?v=zDZFcDGpL4U>
- Dan Pink <http://www.youtube.com/watch?v=u6XAPnuFjJc>

Blogs:

- 21st Century Fluency Project: The Committed Sardine <http://committedsardine.com/blog.cfm>
 - <http://committedsardine.com/index.cfm>
- John Merrow. Education Correspondent, PBS NewsHour, and President, Learning Matters, Inc.
 - <http://takingnote.learningmatters.tv/>
- Vi Hart, Math Doodling <http://vihart.com/doodling/>

Resources for 21st Century Learning

- **TED Talks:**

- Conrad Wolfram: Teaching Kids Math with Real Computers (Stop teaching calculating and start teaching math), http://www.ted.com/talks/conrad_wolfram_teaching_kids_real_math_with_computers.html
- Ken Robinson: Schools Kill Creativity http://www.ted.com/talks/lang/eng/ken_robinson_says_schools_kill_creativity.html
- Ken Robinson: Bring on the Learning Revolution http://www.ted.com/talks/sir_ken_robinson_bring_on_the_revolution.html
- Tony Wagner: Creating Innovators, <http://www.youtube.com/watch?v=hvDjh4I-VHo>
- Arthur Benjamin: Formula for changing math education http://www.ted.com/talks/lang/eng/arthur_benjamin_s_formula_for_changing_math_education.html
- Dan Meyer: Math class needs a makeover http://www.ted.com/speakers/dan_meyer.html
- Salman Khan: Let's use video to reinvent education http://www.ted.com/talks/salman_khan_let_s_use_video_to_reinvent_education.html

Resources for 21st Century Learning

Books

• ***Tough Choices, Tough Times***

• This is the report of a blue ribbon bipartisan group charged with updating a study done 10-15 years ago on US competitiveness. The first link is the executive summary of the report. The second link is to a Time Magazine article released in advance of the report's official publication highlighting the issues. If either link fails, just Google, Tough Choices or Tough Times.

• <http://www.skillscommission.org/executive.htm>

• <http://www.time.com/time/magazine/article/0,9171,1568480,00.html>

• ***Global Achievement Gap and Creating Innovators***

• If you read only one book on 21st Century education, read this one by Harvard Professor and Co-Director of the Change Leadership Group, Harvard Graduate School of Education, Tony Wagner.

• ***The Element: How Finding your Passion Changes Everything and Out of Our Minds: Learning to be Creative***

• **Sir Ken Robinson** <http://sirkenrobinson.com/skr/> PhD is an internationally recognized leader in the development of creativity, innovation and human resources. He has worked with governments in Europe, Asia and the USA, with international agencies, Fortune 500 companies, and some of the world's leading cultural organizations. In 1998, he led a national commission on creativity, education and the economy for the UK Government. 'All Our Futures: Creativity, Culture and Education' (The Robinson Report) was published to wide acclaim in 1999. He was one of four international advisors to the Singapore Government for its strategy to become the creative hub of South East Asia.

• ***Mindset: The New Psychology of Success by Stanford University Professor, Carol Dweck***

• Teaching a growth mindset for the 21st century. <http://mindsetonline.com/whatisit/about/index.html>

Resources for 21st Century Learning

Books (cont.)

• **Disrupting Class**

• Clay Christensen wrote one of the biggest business books of all time, the *Innovator's Dilemma*. In his new book, Clay turns his attention to public schools.

• **21st Century Skills: Learning for Life in Our Times**

• In this book, Trilling (head of Oracle's Education Foundation) and Fadel (his counterpart at Cisco) demonstrate that 21st Century learning is not a recycling of the artsy, contentless, movement of the 60s.

• **The Big Picture**

• One of the leaders in the movement for more progressive schools, Dennis Littky created the Met schools back east. *The Big Picture* is one of his books. <http://www.bigpicture.org>

• **A Whole New Mind**

• Daniel Pink's best-selling book, *A Whole New Mind*, addresses the importance of creativity and innovation in our schools to attack the problems of the 21st century. Also Dan Pink's new book **DRIVE**.

• **Five Minds for the Future**

• Howard Gardner's newest book.

• **Assessing Critical Skills**

• New book by Jonathan Mueller, Professor of Psychology focusing on the specifics of critical skills and how to assess them.

• For more detail on authentic assessment see, <http://jonathan.mueller.faculty.noctrl.edu/toolbox/whatisit.htm> and

• For a more detailed look at the critical skills required, see Chapter 2 of his book

<http://jonathan.mueller.faculty.noctrl.edu/toolbox/chapter2.pdf>.

Resources for 21st Century Learning

Organizations

•The Stanford Design School

- The School of Education and the Design School at Stanford share a primary initiative to redesign K-12 education. Lots of great stuff is going on there. Some PVSD teaching staff have taken the opportunity to visit the Design School and re-think teaching and learning. See <http://www.stanford.edu/group/dschool/k12/>
- D.school's new virtual crash course in design thinking:
 - <http://dschool.stanford.edu/dgift/>

•Edutopia

- Edutopia: George Lucas Foundation
- www.edutopia.org/big-ideas

•Partnership for 21st Century Skills

- www.21stcenturyskills.org
- <http://www.21stcenturyskills.org/route21/index.php>
- http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=254&Itemid=120

•Challenge Success

- Denise Clark Pope, Madeline Levine and Jim Lodbell co-founded this national program to help middle schools and high school students and staff address the high stress and expectations placed on students.
- <http://www.challengesuccess.org/>
- Denise Pope's book: **Stressed Out Students**

Resources for 21st Century Learning

Organizations

• National Association of Independent Schools

- Pat Bassett is head of NAIS. He is driving the independent schools faster and faster towards creating schools of the future. Below is a link to their various presentations and publications. <http://www.nais.org/About/index.cfm?ItemNumber=147892&sn.ItemNumber=4181&tn.ItemNumber=142453>
- NAIS recently announced new accreditation guidelines for 21st century schools. They have written a new report called A 21st Century Imperative: A Guide to Becoming a School of the Future <http://www.nais.org/files/PDFs/NAISCOASchools.pdf>
- Most important are the "Unifying Themes: eight commonalities that exist among the schools that are successfully delivering a 21st century education."
 - The schools are academically demanding.
 - Project-based learning, as an integral part of the school's program, is woven throughout all grade levels and disciplines.
 - Classrooms extend beyond the school walls, actively engaging students in the world around them.
 - Digital technologies and a global perspective infuse all aspects of the curriculum.
 - Vibrant arts programs help promote creativity, self-expression, self-discipline, and flexibility.
 - The adults are actively engaged with one another and with the students in a process of continuous learning.
 - A culture of engagement and support invites participation, innovation, and a "growth mindset" on the part of teachers and students.
 - Transformational leadership challenges the status quo, draws out the issues, navigates through conflict, and mobilizes people and resources to do the adaptive work necessary to create and sustain effective change.

Resources for 21st Century Learning

Organizations

• National Academies of Science/National Research council

- New publication: Framework for k-12 Science Education, chaired by Portola Valley resident and member of the NAS, Helen Quinn. <http://www8.nationalacademies.org/onpinews/newsitem.aspx?RecordID=13165>
 - http://www.nap.edu/catalog.php?record_id=13165 (actual report)
- New publication: Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century, <http://www8.nationalacademies.org/onpinews/newsitem.aspx?RecordID=13398>
 - http://www7.nationalacademies.org/bota/Deeper_Learning_Report_Homepage2.html (actual report)

• Stanford University

- The Study of Undergraduate Education at Stanford University, reimagining undergraduate education for the 21st century:
- <http://news.stanford.edu/pr/2012/pr-reimagine-undergrad-education-012612.html>
- http://news.stanford.edu/news/2012/january/SUES_Report.pdf (actual report)

Resources for 21st Century Learning

Organizations (cont.)

- **CAST: Transforming Education through Universal Design for Learning**

- <http://www.cast.org/index.html>

- About universal design: <http://www.cast.org/udl/index.html>

- **Authentic Education**

- Grant Wiggins, Authentic Education

- <http://www.grantwiggins.org/>

- <http://teacher.scholastic.com/professional/assessment/studentprogress.htm>

- **Stanford's School Redesign Network**

- Co-Founded by Linda Darling-Hammond is Charles E. Ducommun Professor of Education at Stanford University where she has launched the Stanford Educational Leadership Institute and the School Redesign Network. Any book by Linda Darling-Hammond. <http://www.srnleads.org/>

- **21st Century Workforce Commission National Alliance of Business**

- <http://www.metiri.com/21st%20Century%20Skills/PDFtwentyfirst%20century%20skills.pdf>

- **International Center for Leadership in Education**

- <http://www.leadered.com/about.html>

- Rigor vs. relevance framework <http://www.leadered.com/rrr.html>

Resources for 21st Century Learning

Organizations (cont.)

•Coalition of Essential Schools

- An early coalition that predates the 21st century but has grown exponentially, based on the work of Ted Sizer (former head of School of Education at Harvard, Head of Andover and ultimately Chair of the School of Education at Brown). Hundreds of schools are part of the network which revolves around commitment to the following principles.
 - Learning to use one's mind well
 - Less is more, depth over coverage
 - Goals apply to all students
 - Personalization
 - Student-as-worker, teacher-as-coach
 - Demonstration of mastery
 - A tone of decency and trust
 - Commitment to the entire school
 - Resources dedicated to teaching and learning
 - Democracy and equity
- <http://www.essentialschools.org/>

•The Future of Learning Group at MIT Media Lab

- <http://learning.media.mit.edu/projects.html> lots of great stuff here but the most exciting is that Paulo Blikstein is now at Stanford (see the Learning Hubs project). He would just be a great person to go and meet with. In addition, highlights other schools.

Resources for 21st Century Learning

Organizations (cont.)

- Khan Academy <http://www.khanacademy.org/>
- The New Learning Institute <http://newlearninginstitute.org/>

Model Schools

•High Tech High

- An interconnected system of nine San Diego public schools, spanning K-12, offers exploratory, technology-infused, 21st century programs. From their site: " All (these schools) embody the High Tech High design principles of personalization, adult world connection, common intellectual mission, and teacher as designer." See <http://www.hightechhigh.org/>

- Brightworks: <http://sfbrightworks.org/>

- New Tech High: <http://www.newtechhigh.org/Website2007/index.html>

- Big Picture Schools: www.bigpicture.org

- Tinkering School: <http://www.tinkeringschool.com/>

Resources for 21st Century Learning

Model Schools (cont.)

- **Avenues: The World School**

- http://www.avenues.org/world-school?adidnum=g_new_ws&gclid=CLeMsd6p860CFWQQQgodxnacsw

- **Envision Schools**

- Currently focused on high school, but starting to incorporate K-8.
http://www.envisionschools.org/page.php?page_id=3

- **THINK Global School:** <http://thinkglobalschool.org/>



- **Nueva School's new high school:**

- <http://www.nuevaschool.org/programs/high-school>
 - <http://www.nuevaschool.org/programs/high-school/high-school-faq>

Resources for 21st Century Learning

Articles (too many to choose from, rotating list of most recent)

• **Next Generation Learning: Can We Crack Four Problems to Unleash Quality Education for All?**

• <http://www.bridgespan.org/next-generation-learning.aspx> (for full article)

- **Problem #1: Lack of personalization of content**
 - Students are sorted by age and progress based on the calendar (a concept known as "seat time") regardless of their personal needs and interests. As a result, many spend a lot of time unproductively.
- **Problem #2: Lack of appeal to different learning styles**
 - Students are offered one mode of learning—the traditional classroom setting, with 25-30 students and one teacher—despite documented proof of the value of differentiation in learning.
- **Problem #3: Inability of teachers to play to their true strengths**
 - The vast majority of teachers are expected to be "generalists" —instructing a classroom full of students en masse, sometimes on a wide variety of topics—despite the fact that individual teachers possess different strengths and specialties.
- **Problem #4: Lack of effective reforms at a reasonable cost**
 - Reforms and interventions to date have not been able to achieve quality results for students at a cost that permits them to expand their reach, and increase their impact, in tight budget environments.

• **This Time It's Personal: Personalized Learning and the advance of**

Technologyhttp://www.fluency21.com/blogpost.cfm?blogID=2420&utm_source=Committed+Sardine+Blog+Update&utm_campaign=bdb3323725-RSS_EMAIL_CAMPAIGN&utm_medium=email

• **A Mathematician's Lament, Paul Lockhart** <http://www.maa.org/devlin/LockhartsLament.pdf>

• **Sugar and Spice....and Math Under-achievement, Stanford Professor Jo**

Boaler<http://gender.stanford.edu/news/2012/sugar-and-spice-and%E2%80%A6-math-under-achievement>

APPENDIX C: DIVERSE LEARNERS

TIERS OF INTERVENTION



SERVICES OVERVIEW

Seneca’s Unconditional Education (UE) model empowers the entire school community with the skills and resources required to implement a multi-tiered system of academic, behavioral, and social emotional supports, devoting time and resources toward creating a culture and climate that is engaging and responsive to the needs of *all* students and their families. A primary focus of the UE model is to increase the achievement of struggling students, including students with disabilities, within inclusive education settings. *Unconditional Education* is a modular approach that allows schools to identify key areas of internal capacity while leveraging the expertise of Seneca to help address identified gaps and create a truly comprehensive system of supports for all students, family, and staff.

UNCONDITIONAL EDUCATION MULTI-TIERED MODEL FOR INTERVENTION

TIER 3 • INTENSIVE

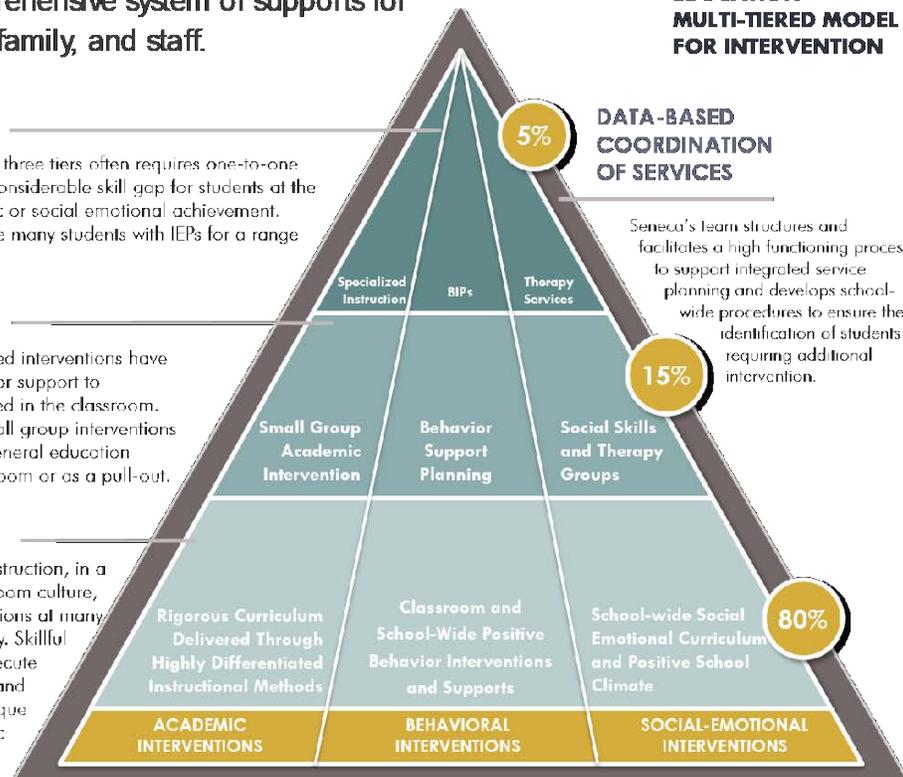
The most intensive of the three tiers often requires one-to-one support or addresses a considerable skill gap for students at the lowest levels of academic or social emotional achievement. Included in this group are many students with IEPs for a range of disabilities.

TIER 2 • TARGETED

Students receiving targeted interventions have demonstrated the need for support to supplement what is offered in the classroom. These are most often small group interventions delivered to special or general education students within the classroom or as a pull-out.

TIER 1 • UNIVERSAL

As part of high quality instruction, in a climate of positive classroom culture, students receive interventions at many points throughout the day. Skillful teachers plan for and execute interventions that adjust and accommodate to the unique behavioral and academic needs of their students.



COORDINATION OF SERVICES

Seneca's coordination of services team (COST) is a multi-disciplinary team made up of school leaders, service providers, general education teachers, and support staff and is responsible for the coordination of intervention services.

School-Wide Systems of Intervention

COST is responsible for regularly reviewing school-wide data including academic, behavioral and/or social emotional screeners and progress assessments and using results to inform decisions around intervention services and caseloads. In addition, the team may identify thematic areas of need around which they will develop a school-wide approach.

Sample Topics for School-Wide Intervention:

- Anti-bullying
- Incidents of community crisis or change
- Students at risk for retention
- Next-grade transition
- SWPBS

Individual Student Intervention

In addition, COST receives, reviews, and responds to individual student referrals made by teachers. After a student is identified as needing additional support, Seneca's COST schedules a meeting with teachers and staff who work with the student to review student strengths and challenges. During the meeting, the teacher presents information on the referred student, and the team asks questions and suggests possible interventions. The team then commits to action steps, which are reviewed in a follow-up meeting the following week. This begins the eight-week cycle highlighted by the green boxes in the process diagram to the right. At the end of the eight-week cycle, COST reviews student progress to determine whether the student is ready to step down to a lower level of service or whether their service should continue with equal or greater intensity.

Individual Student Discussion Protocol:

- 10 min—Teacher presents the student referred: gives background, strengths and why the student was referred
- 15 min—Team asks questions of the teacher and discusses possible interventions
- 5 min—Members commit to "actions" and hold each other accountable for follow up in subsequent meetings

Office Hours

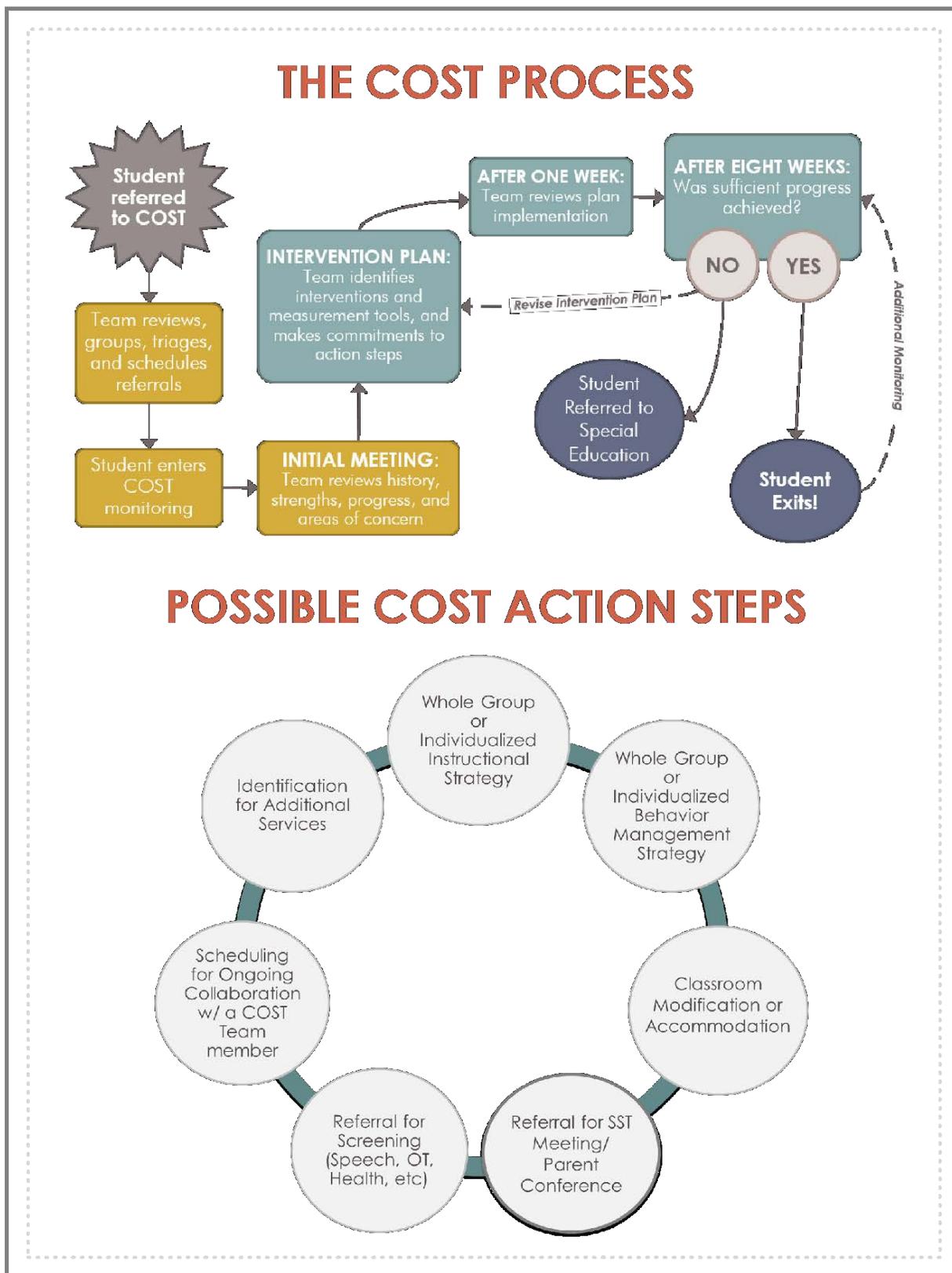
COST team members hold regular office hours as an opportunity for teachers and school staff to engage in additional collaboration around students of concern.

Teachers and school staff can attend office hours to:

- Get help filling out a COST form
- Obtain support in identifying in-class interventions for a student they serve
- Get help with an urgent situation
- Check-in on the completion of implementation steps
- Review progress monitoring data
- Celebrate student success!

" I like the fact that if an intervention is not working the team has a meeting to tweak what is needed"

- PARTNERSHIP SCHOOL TEACHER



INTERVENTIONS & SERVICES

Academic

Tier 3

Individualized Education Planning: The Seneca team oversees the referral, assessment, and delivery of all Special Education and Related services to ensure compliance with state and federal requirements

Tier 2

Targeted Intervention Groups: Students receive targeted, supplementary instruction from highly trained intervention providers.

Sample Evidenced Based Group Practices:

- Phonics for Reading
- Guided Reading
- Lindamood-Bell Reading - Seeing Stars and Visualizing Verbalizing
- Slingerland Reading
- Stepping Stones to Literacy
- Fast Forward/Reading Assistant
- Edmark Reading
- Language for Learning
- Scientific Learning - Fast ForWord and Reading Assistant
- Do the Math
- Handwriting without Tears

Co-Teaching and Push-In Support: Intervention providers collaborate with classroom teachers to maximize classroom instructional time through workshops or centers model.

Tier 1

Differentiated Instructional Support and Training: Seneca trainers and intervention staff provide strategies and supplementary materials to support multi-dimensional instructional practices in the classroom.

Assessment
& Monitoring

Universal Screeners: The Seneca team utilizes existing school assessment data to identify students who need additional intervention and academic supports. If a school has not yet identified a process for universal academic screening and monitoring, the Seneca team can support the development

Sample Screening Tools for Reading:

- Developmental Reading Assessment (DRA)
- Fountas and Pinnell Reading Inventory
- Teachers College Reading Assessment
- AIMSweb Universal Screening Tools

Dig Deep Assessments: After Universal Screenings have been completed, further assessment is often needed to identify particular areas of deficit and determine which interventions are most appropriate. The Seneca team can support additional assessment of struggling students in the areas of phonics, sight-word recognition, fluency and comprehension to determine the most appropriate course for remediation.

Progress Monitoring: Once students are assigned to targeted interventions, their progress will be monitored frequently to ensure sufficient growth towards goals.

Measuring Growth: Progressive growth on screeners and benchmarks is analyzed every 8-10 weeks to ensure students are making necessary progress.

INTERVENTIONS & SERVICES

Behavioral

Therapeutic Behavioral Services (TBS): Seneca provides short-term, one-to-one intervention for students at-risk of moving to more restrictive school settings due to unmanageable behaviors. Clinicians provide the student, school staff, and family with skills to effectively address and manage targeted behaviors.

Individualized Behavior Intervention Services (BIS): For students requiring high levels of adult support to meet their behavioral goals, Seneca can provide highly trained Behavior Intervention Specialists and Behavioral Aides. Specialists oversee the development and monitoring of individualized intervention strategies focused on teaching new, more desirable behaviors, while Aides work individually with students to implement these plans.

Behavior Support Plans: Seneca works with staff to establish individualized plans that can effectively address undesirable behaviors in the classroom, and engages stakeholders in monitoring and supporting behavior change. Implementation of individualized behavior support plans may include development of targeted behavior tracking, student contracting, and/or the utilization of check-in/check-out.

Targeted Classroom Support: Seneca works with identified teachers to provide coaching and support around classroom management strategies and interventions for building community and managing behaviors in the classroom.

Alternatives to Suspension: Seneca develops restorative practices, including conflict resolution and restorative circles, to support students who have struggled to follow school rules as an alternative to suspension and expulsion.

Positive Behavioral Interventions and Supports (PBIS): Seneca has an existing partnership with Dr. Rob Horner from the University of Oregon and Co-Director of the National PBIS Center. Dr. Horner provides Seneca with the technical assistance to implement PBIS with our school partners.

Restorative Justice: Seneca provides training and support implementing Restorative Justice Practices across the school.

School-Wide Training: Seneca's Training Institute has developed an array of trainings aimed at supporting staff and school personnel in preventing and addressing challenging behaviors at school.

School Wide Information System (SWIS): Seneca teams can support the implementation of SWIS or other school-wide data systems to track and analyze student behavioral incidents to inform individual and school-wide plans for intervention.

Tier 3

Tier 2

Tier 1

Assessment
& Monitoring

INTERVENTIONS & SERVICES

Social-Emotional

Tier 3

Individual/Family Therapy and Case Management: Seneca clinicians address students' unique mental health needs and goals through a personalized treatment plan that may include individual and family therapy.

Wraparound: Seneca facilitates a wraparound planning process for students and families in need of a comprehensive system of supports.

Personalized Learning Spaces: Seneca provides structured, safe spaces on campus for students to access when they need more individualized academic, behavioral, and social-emotional support in order to complete assignments.

Collaborative Classroom: To address the needs of groups of students who would otherwise require a more restrictive setting, Seneca partners with schools to create a collaborative classroom, where a district teacher is supported by Seneca's special education, behavioral, and clinical intervention staff.

Tier 2

Social Skills and Therapy Groups: Based on the presenting needs of students, Seneca provides a variety of evidence-based group interventions to students and/or their parents.

Sample Evidenced Based Group Practices:

- Zones of Regulation
- Cognitive Behavioral Intervention to Trauma in Schools (CBITS)
- Strong Start
- Positive Parenting Program (Triple P)
- SuperFlex
- 1,2,3 Magic training with parents
- Mindfulness

Tier 1

School-Wide Climate and Culture Action Planning: Seneca supports the implementation of positive climate and culture initiatives to build strong and healthy school communities. Utilizing results from the School Culture and Climate Assessment Inventory (SCAI) and Trauma Informed Matrix, the Seneca team can work with school leadership to develop an annual action plan to address areas of need.

Social Emotional Curriculum: Seneca teams lead the implementation of a school-wide social-emotional curriculum, including teacher training, coaching, and observations.

Sample List of Evidenced Based Emotional Curriculum:

- Olweus Anti-Bullying
- Responsive Classrooms
- Second-Step
- I Can Problem Solve
- Tool-Box

School-Wide Training: Seneca provides training on a wide variety of topics, including Crisis Prevention and Intervention and Understanding and Addressing the Symptoms of Trauma. In addition, Seneca works with teachers to understand the effects of vicarious trauma and develop practices of self-care.

Assessment
& Monitoring

Social Emotional Screener: Seneca facilitates the implementation of a school-wide social emotional screener that identifies students experiencing social-emotional challenges.

Client Satisfaction: Seneca clinicians utilize the Partners for Change Outcome Management System (PCOMS) to collect regular feedback about students' experience and the effects of the clinical interventions.

Measuring Growth: Seneca utilizes the Strengths and Difficulties Questionnaire (SDQ) at regular intervals throughout treatment. In addition, students receiving Tier Three supports are assessed using the Child and Adolescent Needs Survey (CANS) to drive treatment planning and assess resulting growth.

For more information about Seneca Family of Agencies' Unconditional Education Partnership, please contact Robin Dettnerman at robin_dettnerman@senecacenter.org or (510) 872-2046.



ENGLISH LEARNERS / RECLASSIFICATION POLICY

April 2017

Reclassification of English Learners at The New School of San Francisco

State and federal laws require all school districts in California to give a state test of English proficiency each year to every student who has previously been identified as an English learner. In California, the name of this test is the California English Language Development Test (CELDT). The results of the CELDT help to measure how each student is progressing toward proficiency in English in the areas of listening, speaking, reading, and writing.

Students in Kindergarten taking the CELDT for the first time may classify as Initial Fluent English Proficient (IFEP) if scores meet CELDT proficiency criteria as outlined below. IFEP students are no longer required to take the CELDT test and do not need to receive targeted English Language Development.

Students in Grades 1-12 may be eligible to reclassify as English proficient learners (RFEP) at any time. Reclassification is a collaborative decision made by the teachers and families, through consideration of students' academic and language performance. Once a student reclassified, s/he is no longer required to receive targeted English Language Development instruction in school. Reclassification is irreversible, though teachers may choose to provide language supports for students at any point.

Eligibility for reclassification at The New School of San Francisco relies on four factors:

1. Annual CELDT assessment
2. Demonstration of "Basic Skills"
3. Teacher evaluation
4. Parental notification and consent

The California Department of Education outlines the following criteria for RFEP eligibility on the CELDT assessment:

Grades K and 1	Overall score of Early Advanced or Advanced and: Domain scores for Listening and Speaking at the Intermediate level or above Domain scores for Reading and Writing do not need to be at the Intermediate level
Grades 2-12	Overall performance level is Early Advanced or higher and: All domain scores are Intermediate or higher (Listening, Speaking, Reading, Writing)

At The New School, Basic Skills assessment will be based on grade-level appropriate comparisons:

Grades	Basic Skills Assessment	Required Score
Grades 1-2	Reading Assessment (F&P equivalent) DIBELS	Exceeds Grade-level Expectations
Grades 3-5	Reading Assessment (F&P equivalent) Writing On-demand Assessment Numeracy Benchmark (other districts don't seem to count math) SBAC in ELA/Lit.	Meets Grade-level Expectations Score of 2.5 or above Score of 3 or 4
Grades 6-8	SBAC in ELA/Lit.	Score of 3 or 4
Grades 9-12	SBAC in ELA/Lit. Report Card in English	Score of 3 or 4 Grade C or above

Once a student has demonstrated both proficiency on the annual CELDT, and achievement of grade-level basic skills, the child's teachers will then come together to provide an evaluation of their performance and language skills. Teachers will consider the following elements:

- Participation in whole group and small group discussion and lessons
- Success with performance tasks in all subject areas
- Engagement in Inquiry investigations and sufficient topic-relevant vocabulary
- Social relationships and demonstrated peer language skills with peers

If the teaching team decides to recommend the student for reclassification, the team would then notify the parents/legal guardian and request a meeting to discuss the final decision. Teachers and parents/legal guardians would discuss all available data and make a final decision regarding classification. Parents and/or legal guardians will sign the official/legal reclassification form, which would then go into the child's cumulative folder.

Reclassification for Students with IEPs

Reclassification of English Language Learners with Individualized Education Plan (IEP)

What is individualized reclassification?

Individualized Reclassification (IR) is a process by which an English Learner student with an IEP may be reclassified as a fluent English proficient student. Students with disabilities, including severe cognitive disabilities, should be provided the same opportunities to be reclassified as students without disabilities. The Individualized Reclassification process may be appropriate when the IEP team determines that an English Learner student with an IEP would benefit from reclassification, but the student's disability prevents him/her from meeting the standard reclassification criteria.

How does an IEP team determine whether Individualized Reclassification is appropriate for an English Learner with an IEP?

The IEP team may consider measures of English language proficiency (CELDT or alternate assessment if appropriate, e.g. VCCALPS) and performance levels in basic skills that would be equivalent to an English proficient peer with similar disabilities. If the IEP team determines that the primary reason the student does not meet standard reclassification criteria is due to the disability rather than limited English proficiency, and the student's English language proficiency is commensurate with similarly disabled English proficient peers, the IEP team can recommend that the student be reclassified via the Individualized Reclassification Protocol.

Who initiates and manages the Individualized Reclassification process?

The Special Education case manager is responsible for completing the Individualized Reclassification packet and submitting it to the CELDT Coordinator

What documents are required as part of the Individualized Reclassification packet submitted to the CELDT Coordinator?

- 1. Individualized Reclassification form with required signatures (original)*
- 2. IEP -- a copy of the entire most recent IEP including a signed copy of the signature and consent page.
Please note: The IEP must be compliant according to CDE guidelines & have all required components for EL students in the appropriate sections.*
- 3. Recent report card*

The New School of San Francisco Petition



Sept	Oct	Nov-Jan	Feb	Mar - May	May
Teacher data collection // review last year's data and student progress	ELPAC administered for new students Teacher PD Family intake conferences	ELPAC results Differentiated supports + interventions Intervention block, if needed	Family conferences	ELPAC administered for returning students Differentiated supports + interventions Intervention block, if needed	Family conferences



[Illegible text consisting of various symbols and characters, possibly representing a list or a set of instructions.]

ENGLISH LEARNERS / FAMILY SUPPORT: SITE WORDS**High Frequency Words (Sight Words) - Spanish Phonetics**

List 1		List 2		List 3		List 4		List 5		List 6		List 7	
Word	Fonética	Word	Fonética	Word	Fonética	Word	Fonética	Word	Fonética	Word	Fonética	Word	Fonética
I	ai	you	llu	can	ken/can	had	jad	boy	boi	so	soo	know	nao
the	da	me	mi	have	jav	this	dis	that	dat	or	or	but	bat
a	ei	was	gūas	on	on	be	bi	has	jas	him	jim	look	luk
see	si	are	ar	it	iet/it	did	did	two	tu	down	daun	too	tu
like	laik	in	ien/in	do	du	one	gūan	girl	gról/girl	they	dei	saw	so
and	eaand/en d	go	go	his	jis	of	of	as	as	by	bai	how	jao
is	is	we	gūi	her	jer	up	ap	here	jjer	came	keim	some	sam
he	ji	at	at	not	nat	with	wid	us	as	it	it	all	ol
she	chi	yes	les	to	tu	an	ean/en	said	sed	what	gūat	any	eni
am	oem/em	no	no	my	mai	for	for	from	from	will	gūil	were	gūer
List 8		List 9		List 10		List 11		List 12		List 13		List 14	
Word	Fonética	Word	Fonética	Word	Fonética	Word	Fonética	Word	Fonética	Word	Fonética	Word	Fonética
who	ju	get	gel	after	after	use	yus	much	moch	people	pipo	number	number
when	gūen	there	der	looked	lukt	old	old	them	dem	both	bot	long	long
come	kam/ko m	where	gūer	work	gūork	new	niu	made	maid	because	because	three	tri
then	den	why	gūay	could	lud	more	mor	time	taim	been	bin	four	for
make	meik	behind	bijaind	would	gūd	their	der	good	gud	these	tis	five	faiv
take	leik	very	verri	went	gūent	just	yast	other	oder	never	never	six	siks
your	yor/lor	out	out/out	which	gūich	thing	ting	move	muv	leave	liv	seven	seven
many	meni	little	lira/litol	about	about	give	gib	first	list	sure	shure	eight	eit
into	into/inlú	under	ander	each	ich	tell	tel	over	over	than	den	nine	nain
fun	fan	play	plei	now	nao	across	akros	way	guey	call	cal	ten	ten
List 15		List 16		List 17		List 18		List 19		List 20		List 21	
Word	Fonética	Word	Fonética	Word	Fonética	Word	Fonética	Word	Fonética	Word	Fonética	Word	Fonética
find	faind	read	rid	right	naif	color	co-lor	took	tuk	house	jous	apart	apart
part	part	kind	caind	liked	laik	black	blak	year	xir	also	also	got	god
before	bilor	only	only	away	aguey	white	guail	please	plis	school	scol	let	let
put	put	try	trai	such	sach	brown	braun	keep	kíp	better	berer	ran	ran
most	most	near	nir	men	men	purple	purpo	mother	mo-der	best	best	always	olguies
air	air	book	bok	our	or	blue	blu	pretty	peri	next	next	must	most
give	giv	say	sei	bring	bring	right	rait	end	end	present	present	found	found
may	mai	back	bac	far	far	left	left	father	fader	write	guart	stand	stan
dear	dir	game	gaim	funny	fani	orange	orenda	friend	trend	soon	sun	through	tru
name	naim	high	jai	home	jam	yellow	jelow	another	anoder	big	big	every	e-veri

List 22	
Word	Fonética
together	tugeder
want	guant
while	waid
eat	it
can't	qant
until	until
run	ruan
think	fink
don't	don'l
didn't	diint

List 23	
Word	Fonética
morning	mornin
walk	gualk
early	erli
today	tudei
full	tui
fat	fat
food	tud
ate	ait
second	seco
third	turd

List 24	
Word	Fonética
longer	longer
letter	leter
sound	sound
ask	ask
around	araround
does	dos
goes	gas
own	on
love	lov
happy	ja-pi

List 25	
Word	Fonética
clothes	clots
coat	coul
hat	jat
fire	fayer
hot	jot
fine	fain
cold	could
hear	her
sit	sit
sleep	slip

List 26	
Word	Fonética
start	star
stop	slup
fly	ftai
fall	fal
jump	jump
ride	raid
round	round
o'clock	oclok
wash	wash

List 27	
Word	Fonética
water	ua-ter
warm	uarm
eyes	ais
face	feis
head	jed
yesterday	jeslurday
thank	tenk
nature	natur
hope	jop
hold	hold

List 28	
Word	Fonética
carry	cari
close	clos
buy	bai
picture	pichure
pair	per
order	order
help	jelp
small	smal
woman	guomen
grow	grou

List 29	
Word	Fonética
off	ot
gave	guiev
sat	sat
set	set
myself	moi-seil
sister	sister
brother	bro-der
baby	babi
once	guans
might	moit

List 30	
Word	Fonética
show	chou
along	along
though	dou
took	tuk
turn	tum
hard	jard
same	seim
cut	cat
those	dos
goal	gol

List 31	
Word	Fonética
word	guard
place	plais
live	liv
great	groot
follow	folu
large	larch
even	iven
need	nid
different	dif-er-ent
well	guel

List 32	
Word	Fonética
again	aguien
change	cheinch
animal	animal
upon	apon
between	bi-lu-in
called	cald
favorite	favorit
thought	tou
going	goin
family	famili

List 33	
Word	Fonética
answer	anser
learn	lem
world	worid
believe	beliv
ago	ago
laugh	laf
giving	living
shoes	chus
bright	brail
sentence	sentens

List 34	
Word	Fonética
beautiful	biu-ti-ful
worry	guari
Mr.	Mr.
Mrs.	Mrs.
city	si-li
below	belou
own	oun
earth	urt
often	of-den
group	grup

List 35	
Word	Fonética
children	children
tree	tri
important	inportant
watch	uatch
almost	almust
enough	inof
above	abov
music	musik
talk	tak
example	exanplo

List 36	
Word	Fonética
begin	bigen
open	open
few	fiu
story	stori
paper	paiper
young	young
nothing	notin
prove	prub
double	dobo
month	mont

List 37	
Word	Fonética
America	America
later	lei-ter
won't	guant
wouldn't	gudent
country	con-tri
seem	sim
since	sinc
easy	isi
hard	hard
become	becom

List 38	
Word	Fonética
tomorrow	tu-mo-rou
doesn't	dosent
couldn't	cudent
point	point
still	stil
during	during
idea	aidea
problem	problem
listen	listen
several	several

List 39	
Word	Fonética
complete	complit
questions	cuestion
usually	ushuli
true	tru
brought	brat
hundred	jandred
million	milion
receive	resiv
special	spe-chial
against	against

List 40	
Word	Fonética
happened	japened
neighbor	nei-bar
certain	sertain
remember	remember
covered	covered
separate	separet
however	jauever
toward	loguard
money	monei
piece	pis

Sight Word Goals			
Las Metas de Las Palabras Frecuentes			
Grade	September	January	June
Grado	septiembre	enero	junio
Kinder	List 1	List 5	List 10
First (1)	List 10	List 20	List 30
Second (2)	List 30		List 40
Third (3)	List 40 as soon as possible		

ACADEMICALLY LOW-PERFORMING / BRAIN GYM: OVERVIEW

Brain Gym FAQ
Feb 2018



What is Brain Gym?

- “Brain Gym” is an academic intervention. It is a focused 30-minute block of time in which students work in small groups of 3-5 students to build skills in reading and math.
- Brain Gym is not a Special Education service -- while students who are eligible for Special Education services may also attend Brain Gym, a student does not need to have an IEP in order to attend.

Why is my child invited to Brain Gym?

- Your child is invited because their teachers deeply believe this additional 90 minutes of instruction per week will make a significant impact on their academic growth and development.

What are the benefits of participating in Brain Gym?

- Students receive additional small group academic intervention to make progress toward their reading and numeracy goals
- Students do not miss instructional time in class to get additional support
- Students build a strong relationship with an adult (who may not be their homeroom teacher)

How does this relate to my child’s work within the classroom?

- The teacher plans the Brain Gym lesson to support the student building specific skills needed to thrive in the classroom environment
- Your child is already receiving small group instruction within the school day; Brain Gym is an opportunity to provide a “double dip” with an extra dose of support!

Who else will my child be working with?

- Brain Gym groups are formed based on reading/numeracy need, and therefore are mixed-grade level groups. Your child may be working alongside students and a teacher outside of their grade level.

What does this require from me as a parent?

- Bring your child to school by 8:00 am on Tuesdays, Wednesdays, and Thursdays. The intervention block will begin promptly at 8:00 so we suggest arriving at least by 7:55.
- Your child will be provided with additional practice activities at home. We encourage you to join your child in completing these optional activities.

What if I cannot make the time work for my family?

- We strongly encourage you to make arrangements in order for your child to benefit from this offering. If it truly is not possible for your family to be here early on those mornings, please contact Trevor Burns (trevor.burns@newschoolsf.org), and we can discuss our options.

When will I get updates on my child’s progress?

- At the end of the cycle, students will complete an assessment and the teacher will review data and determine whether children will continue in the group or exit the program.
- You will receive an update via email from the Brain Gym teacher at the end of the cycle

ACADEMICALLY LOW-PERFORMING / BRAIN GYM: SAMPLE STUDENT PLAN**Intervention Group Overview - CYCLE 4**

<i>Student(s):</i>	A, C, J
<i>Date Range:</i>	Feb 26 - March 21
<i>Weekly Meeting Time(s):</i>	8:30 - 9:00am, T/W/Th
<i>Goal(s):</i>	<ol style="list-style-type: none"> 1. Students will be able to solve a 3-digit addition problem with regrouping 2. Students will be able to solve a 3-digit subtraction problem with regrouping 3. Students will be able to round 3-digit numbers to the nearest ten or hundred
<i>...as measured by _____:</i> <i>(Assessments)</i>	<ol style="list-style-type: none"> 1. Bridges module assessments 2. Internal cycle goal assessment (below)
<i>Description of Instructional Methods & Instructional Materials:</i>	<p>Bridges Volume 3, Module 9 & 10:</p> <p>Major Instructional Targets</p> <ul style="list-style-type: none"> ■ Read, write, and build 3-digit numbers, using base ten numerals and expanded form (2.NBT.1, 2.NBT.3) ■ Compare pairs of 3-digit numbers using $>$, $<$, and $=$ (2.NBT.4) ■ Add 3-digit numbers using concrete and visual models (2.NBT.7) ■ Add two 3-digit numbers by combining hundreds and hundreds, tens and tens, ones and ones, composing a new hundred and/or a new ten if necessary (2.NBT.7) <p>Major Instructional Targets</p> <ul style="list-style-type: none"> ■ Count forward and backward by 100s (2.NBT.2) ■ Read and write 3-digit numbers with base ten numerals, number names, and expanded form (2.NBT.3) ■ Compare pairs of 3-digit numbers (2.NBT.4) ■ Add four 2-digit numbers (2.NBT.6) ■ Add and subtract 3-digit numbers, using concrete and visual models (2.NBT.7) ■ Explain how and why strategies for adding and subtracting 2- and 3-digit numbers work (2.NBT.9)

Progress Monitoring - Goal: 90-100% on cycle 4 assessment

Student	Baseline	Wk 1 -	Wk 2 -	Wk 3 -	Final -
A	_____ on assessment				90-100% on assessment
C	_____ on assessment				90-100% on assessment
J	_____ on assessment				90-100% on assessment

Teaching Point Map

	Tuesday	Wednesday	Thursday
Week 1	Baseline assessment, norms & routines	46	47
Week 2	48	49	51
Week 3	52	53	54
Week 4	Rounding practice	Rounding practice	End of cycle assessment

Solve these equations using any strategy:

$$\begin{array}{r} 243 \\ +289 \\ \hline \end{array}$$

$$\begin{array}{r} 476 \\ + 359 \\ \hline \end{array}$$

$$\begin{array}{r} 734 \\ - 418 \\ \hline \end{array}$$

$$\begin{array}{r} 551 \\ - 237 \\ \hline \end{array}$$

The New School of San Francisco Petition

Round these numbers to the nearest **TEN**:

522 → _____	267 → _____	751 → _____
--------------------	--------------------	--------------------

Round these numbers to the nearest **HUNDRED**:

321 → _____	590 → _____	247 → _____
--------------------	--------------------	--------------------

Skip count:

766, 776, 786, _____, _____, _____,

114, 214, 314, _____, _____, _____,

342, 352, 362, _____, _____, _____,

Intervention Group Overview - CYCLE 5 - ADDITION & SUBTRACTION WORD PROBLEMS

<i>Student(s):</i>	A, C & J
<i>Date Range:</i>	April 9 - May 17
<i>Weekly Meeting Time(s):</i>	8:30 - 9:00am, T/W/Th
<i>Goal(s):</i>	Solve word problems with addition and subtraction within 100 Solve two-step problems with addition and subtraction within 100
<i>...as measured by _____:</i> <i>(Assessments)</i>	Module 8 PM Module 9 PM Internal post-assessment on word problems <ul style="list-style-type: none"> - Two step addition - 3 digit - Two step subtraction - 3 digit
<i>Instructional Methods</i>	Bridges Volume 4, Modules 8 & 9

Progress Monitoring - Goal: 90-100% on cycle 4 assessment - in the Brain Gym PM document**Teaching Point Map**

	Tuesday	Wednesday	Thursday
Week 1	Volume 4 diagnostic, Routines	Lesson 36, Rounding 3-digits	Lesson 37, Rounding 3-digits
Week 2	Lesson 38, Rounding 3-digits	Lesson 39, Rounding 3-digits	Lesson 40, Progress monitoring
Week 3	Lesson 41	Lesson 42	Lesson 43
Week 4	Lesson 44	Lesson 45 - PM	Problem-solving
Week 5	Problem-solving TBD	Problem-solving TBD	Problem-solving TBD
Week 6	Problem-solving TBD	Problem-solving TBD	Final PM

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Brain Gym Cycle 5 Pre/Post Assessment

Name: _____

Round these numbers to the nearest **TEN**:

451 → _____	387 → _____	699 → _____
--------------------	--------------------	--------------------

Round these numbers to the nearest **HUNDRED**:

315 → _____	580 → _____	231 → _____
--------------------	--------------------	--------------------

Skip count:

479, 489, 499, _____, _____, _____, _____, _____,

235, 335, 435, _____, _____, _____, _____, _____,

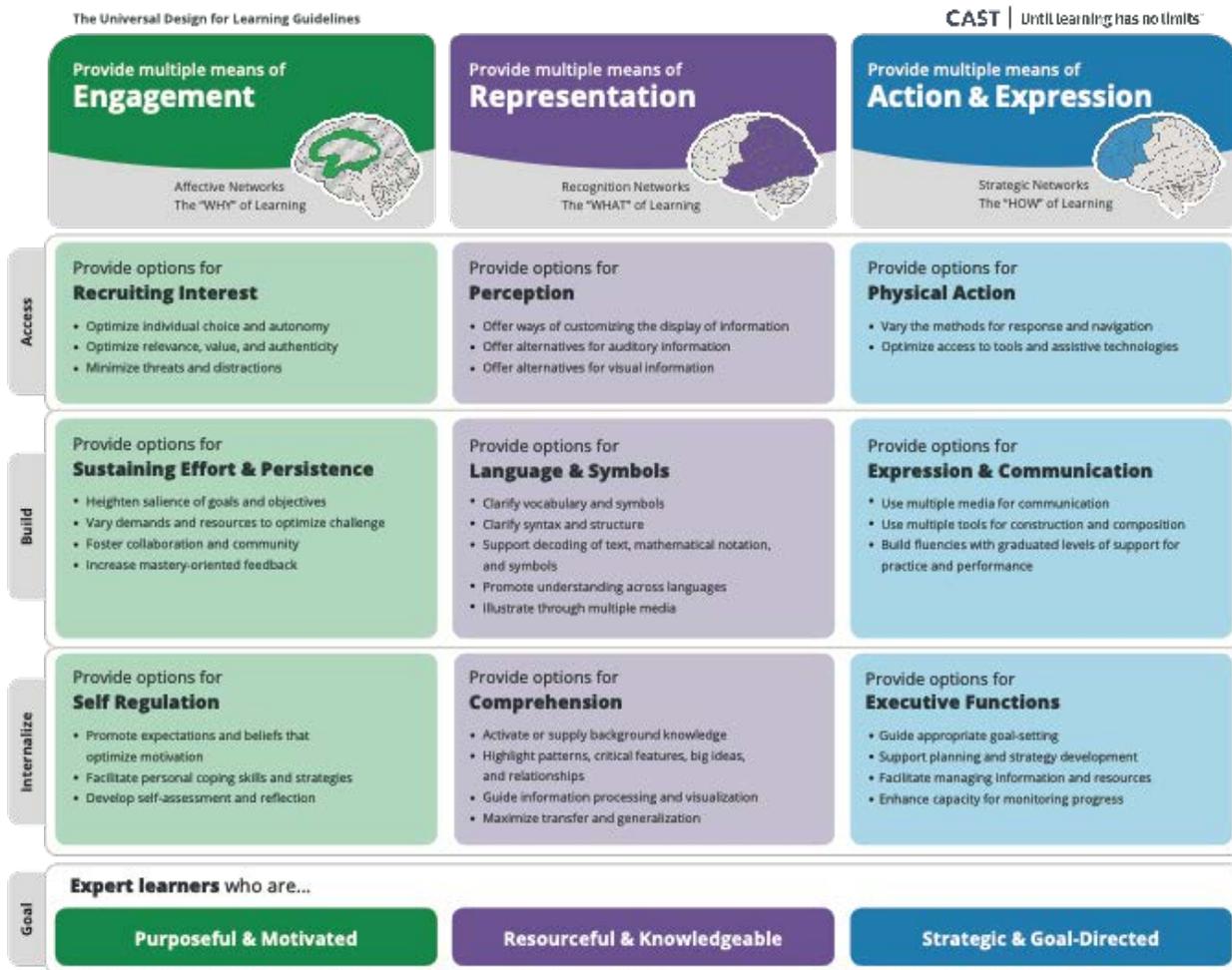
148, 158, 168, _____, _____, _____, _____, _____,

Solve the word problem using numbers and diagrams:

1. On Monday, 384 students went on a trip to the zoo. They filled up their 6 school buses, so 48 students had to travel in cars. How many students took the bus? *Challenge: How many were in each bus?*

2. Ms. Nicola had to drive 500 miles to get to Lake Tahoe. After she drove for a while, she stopped to get a snack. Then, she drove 17 more miles and she was halfway there. How many miles did she drive to get the snack?

UNIVERSAL DESIGN FOR LEARNING

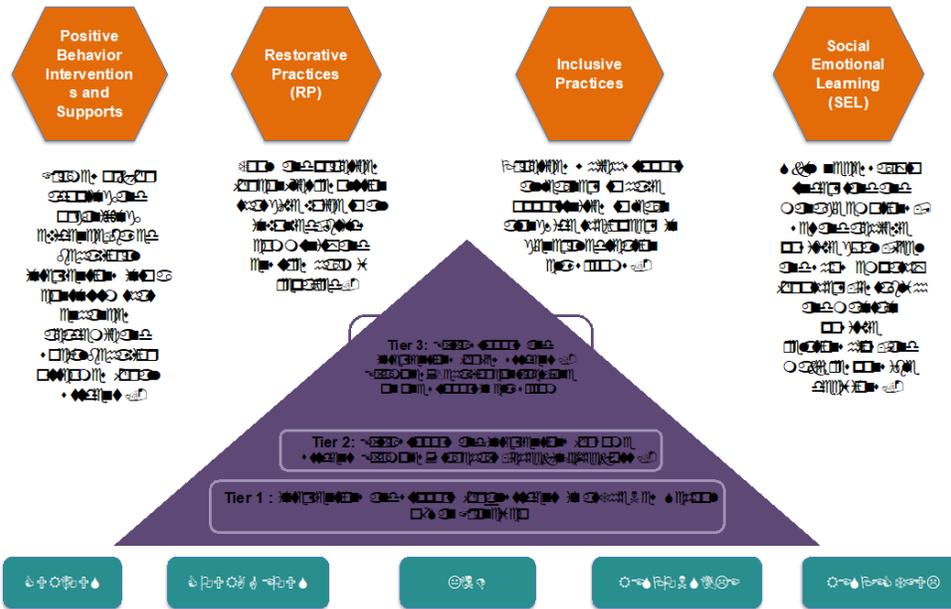


udlguidelines.cast.org | © CAST, Inc. 2018 | Suggested Citation: CAST (2018). Universal design for learning guidelines version 2.2 [graphic organizer]. Wakefield, MA: Author.

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Case Manager 	<ul style="list-style-type: none"> ☐ ☐ ☐ ☐ ☐
Service Providers 	<ul style="list-style-type: none"> ☐ ☐ ☐
Coach 	<ul style="list-style-type: none"> ☐
Administrator 	<ul style="list-style-type: none"> ☐ ☐ ☐ ☐
Head of School 	<ul style="list-style-type: none"> ☐ ☐



The New School of San Francisco Petition



ESPECIALISTAS Y PROVEEDORES:

Jenna DeCou

• 10 años de experiencia en el campo de la salud mental y el desarrollo infantil.
• Especialista en el diagnóstico y tratamiento de los trastornos del espectro autista y los trastornos de ansiedad.
• Trabaja en un hospital de niños y adolescentes.



Marika Minczeski, Terapeuta Ocupacional

• 15 años de experiencia en el campo de la salud mental y el desarrollo infantil.
• Especialista en el diagnóstico y tratamiento de los trastornos del espectro autista y los trastornos de ansiedad.
• Trabaja en un hospital de niños y adolescentes.



Hannah Leiberknect, Terapeuta de Habla

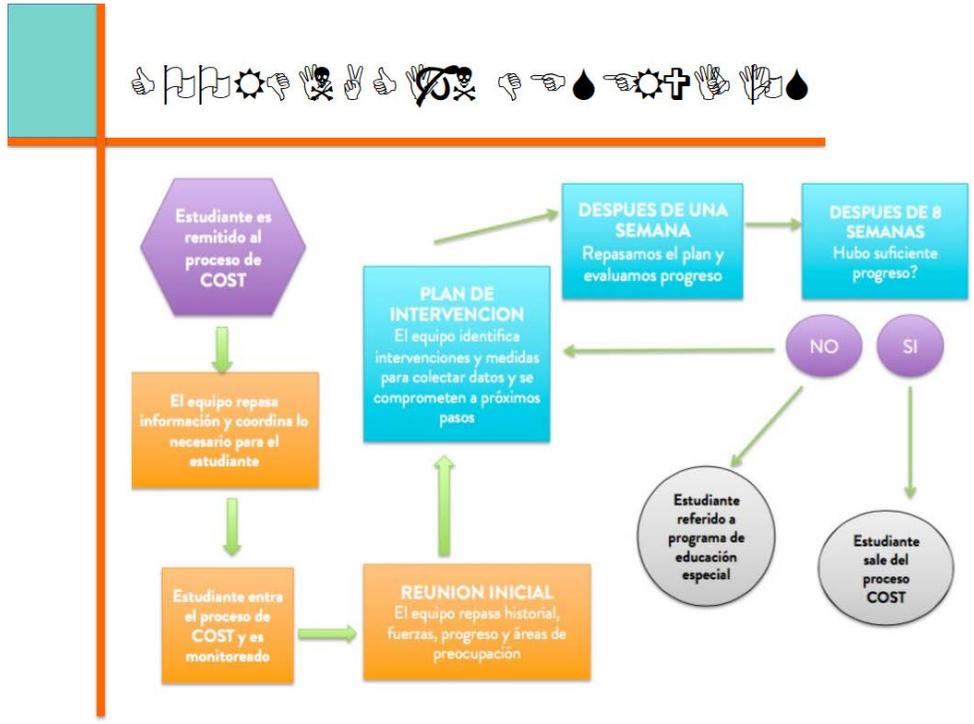
• 10 años de experiencia en el campo de la salud mental y el desarrollo infantil.
• Especialista en el diagnóstico y tratamiento de los trastornos del espectro autista y los trastornos de ansiedad.
• Trabaja en un hospital de niños y adolescentes.



<p>Coordinador de Servicios</p> <ul style="list-style-type: none"> • 10 años de experiencia en el campo de la salud mental y el desarrollo infantil. • Especialista en el diagnóstico y tratamiento de los trastornos del espectro autista y los trastornos de ansiedad. • Trabaja en un hospital de niños y adolescentes. 	<ul style="list-style-type: none"> • 10 años de experiencia en el campo de la salud mental y el desarrollo infantil. • Especialista en el diagnóstico y tratamiento de los trastornos del espectro autista y los trastornos de ansiedad. • Trabaja en un hospital de niños y adolescentes.
<p>Proveedores de Servicios</p> <ul style="list-style-type: none"> • 10 años de experiencia en el campo de la salud mental y el desarrollo infantil. • Especialista en el diagnóstico y tratamiento de los trastornos del espectro autista y los trastornos de ansiedad. • Trabaja en un hospital de niños y adolescentes. 	<ul style="list-style-type: none"> • 10 años de experiencia en el campo de la salud mental y el desarrollo infantil. • Especialista en el diagnóstico y tratamiento de los trastornos del espectro autista y los trastornos de ansiedad. • Trabaja en un hospital de niños y adolescentes.
<p>Capacitadora</p> <ul style="list-style-type: none"> • 10 años de experiencia en el campo de la salud mental y el desarrollo infantil. 	<ul style="list-style-type: none"> • 10 años de experiencia en el campo de la salud mental y el desarrollo infantil.
<p>Administrador</p> <ul style="list-style-type: none"> • 10 años de experiencia en el campo de la salud mental y el desarrollo infantil. 	<ul style="list-style-type: none"> • 10 años de experiencia en el campo de la salud mental y el desarrollo infantil.
<p>Head of School</p> <ul style="list-style-type: none"> • 10 años de experiencia en el campo de la salud mental y el desarrollo infantil. 	<ul style="list-style-type: none"> • 10 años de experiencia en el campo de la salud mental y el desarrollo infantil.

The New School of San Francisco Petition

CONSTRUYENDO UN AMBIENTE ESCOLAR SEGURO Y APOYANTE



SPECIAL EDUCATION / SENECA MODEL OVERVIEW

unconditional EDUCATION | MODEL OVERVIEW

WHAT IS UNCONDITIONAL EDUCATION?

Unconditional Education begins with **LOVE AND COMPASSION**. It is the belief that every student deserves to experience success within their neighborhood school community and the faith that every student will experience this success when provided with an inclusive learning environment and the necessary supports. Love and compassion is taking the time to get to know how students' prior school and life experiences affect them as learners and making every possible adjustment to match the style of our teaching to their individual needs. Unconditional Education extends loving care and support to the families of students who are struggling and knows that only through developing genuine partnerships with students' larger networks will our efforts produce transformative results.

Unconditional Education holds an absolute **RESPECT** for each and every member of the community. Unconditional Education is the belief that students, families and school professionals are doing the best they know how. Unconditional Education means supporting growth while assuming best intent and believing that our genuine collaboration and partnership are at the heart of our capacity to affect change for students.

Unconditional Education is the acknowledgment that some students will struggle with the demands of school. It brings with it a team of experts, the power to access networks of community resources, and the know-how to identify just the right services for each individual. Since every student, family, teacher and school is unique, sometimes even the tried and true tricks of the trade will fall short. In these instances, Unconditional Education is the process of engaging in relentless **CURIOSITY**, the willingness to revise previous notions of what a student needs and ingenuity to develop out-of-the-box solutions when initial efforts have not produced the desired results.

When student struggles are at their greatest, Unconditional Education holds an endless capacity for **HOPE** and the belief that existing barriers can be overcome, even when they seem insurmountable. It is also the knowledge that significant change takes time and that **COURAGE** is required to meaningfully engage with both adults and students in the difficult process of learning something new. On the days when sustaining this learning seems more than can be endured, Unconditional Education delivers **JOY**. By intentionally building on strengths, commending successes, recognizing effort and engaging in celebrations of each other Unconditional Education can revive the persistence needed to sustain the work of educating all students.

"We have never had such a fruitful partnership as the one we have with Seneca and Unconditional Education. Not only does it help to achieve our mission, but it allows us to innovate a truly novel approach that can be replicated throughout the country."

- HAE-SIN THOMAS, CEO EDUCATION FOR CHANGE
FOUNDING PARTNER

THE ORGANIZATION BEHIND UNCONDITIONAL EDUCATION



6925 Chabot Road,
Oakland CA 94618
(510) 654-4004
www.senecacenter.org

Since 1985, Seneca has partnered with families, communities, schools, and districts to provide innovative care at the most critical point of need. As a statewide provider of education, behavioral and mental health services in more than 12 counties, Seneca understands the power and considerable impact of providing a continuum of care from early interventions and community based services to high level Special Education and mental health care.

Seneca was founded in 1985 because several caring, visionary people saw a tragedy unfolding: Far too many children were failing in group homes and foster family care. In response, Seneca set out

to develop mental health treatment and support services on the principle that troubled youth do not themselves fail, but are instead failed by systems unable to address their complex and specialized needs. Seneca has dedicated itself to becoming a "system of care" agency providing a comprehensive continuum of community-based and family-focused treatment services for children and families. Seneca's continuum of care now includes: in-home wraparound services; foster family-based treatment; mobile crisis response services; integrated day treatment and special education services; after-school therapeutic recreation services; public school-based mental health services and special education, and residential treatment.

Through its Unconditional Education partnerships, Seneca seeks to transfer the lessons learned from its 30 years of experience serving the state's most troubled youth to ensure that all students receive the supports they need to achieve ongoing and sustained educational success.

PRINCIPLES AND VALUES

BELIEF IN PARTNERSHIP

1

Seneca understands the tremendous value of creating unbreakable partnerships that thrive on shared values, common goals, and effective collaboration. These partnerships are the vehicle that enables Seneca to successfully implement a continuum of care service delivery model that appropriately identifies and intervenes for our most vulnerable children. Seneca develops deep relationships with *all* of its partners and believes that these partnerships are the foundation for program success.



CONTINUUM OF SERVICES AND EXPERTISE

2

Seneca was built on the principle that coordinated and integrated services lead to a more meaningful experience and more fruitful outcomes for students and families. All-In! leverages this experience to build programs that engage in shared problem solving across disciplines and integrate academic, behavioral, and social emotional services into a single plan for success. In addition, Seneca brings to the table the backing and collective expertise of 1,000+ staff, as well as access to agency services when confronted by barriers to students' success. Supporting this expertise is the nationally recognized, accredited Seneca Institute for Advanced Practice, which provides evidence-based and best practice trainings for Seneca employees, local service providers, and public agency staff to bolster system-wide capacity to effectively serve youth and families involved with the child welfare, juvenile justice, behavioral health, and special education systems.



UNCONDITIONAL CARE

3

Seneca is founded on the belief that kids don't fail, but that systems fail kids: successful outcomes can occur when systems are adjusted to fit young people's existing needs. The most essential mission is to apply this lens of unconditional care to the most struggling students in our schools, prompting out-of-the-box thinking to remove barriers to school success. The willingness to "do whatever it takes," even when doing so proves to be a tremendous challenge, is a cornerstone of the Seneca service philosophy.



"The Seneca team has a strong background and understanding of behavioral health issues and academic support and are able to provide ideas and resources that focus on student growth and support. They have also been an integral part of providing support to teachers who need coaching, consultation and/or individualized student support (in and outside the classroom)"
- PARTNERSHIP SCHOOL SOCIAL WORKER, SAN FRANCISCO UNIFIED SCHOOL DISTRICT

THE NEED FOR UNCONDITIONAL EDUCATION

Throughout California and across the nation there is a significant educational crisis for our most troubled youth who face additional barriers to accessing a quality education, including:

STUDENTS IN SPECIAL EDUCATION

Across the country, 37% of children with learning disabilities do not graduate high school. This is over twice the rate of students without learning disabilities. Of those who do graduate, less than two percent attend a four year college, despite the fact that many are above average intelligence (Bost, 2008).

STUDENTS WHO EXPERIENCE CHRONIC STRESS AND TRAUMA

Children who experience complex trauma are three times more likely to drop out of school than their peers and have a greater tendency to be misclassified with developmental delays or referred for special education services (The National Child Traumatic Stress Network).

STUDENTS WHO ARE ENGLISH LANGUAGE LEARNERS

As of the 2013-14 school year, only 62.6% of students classified with limited English proficiency graduated from High School. This is a trend that has become increasingly alarming given English Language Learners are the fastest growing subgroup in American schools (National Center for Education Statistics, 2015).

STUDENTS IN FOSTER CARE

Youth in foster care graduate at relatively low rates and are less likely to complete high school than their non foster care peers (National Working Group on Foster Care in Education, 2011). For example, in California during the 2009-2010 school year, the graduation rate for all grade-12 students statewide was 84 percent, but for students in foster care, it was just 58 percent—the lowest rate among the at-risk student groups (Barrat & Berliner, 2013).

STUDENTS WHO ARE ALREADY BEHIND

Students who do not read proficiently by third grade are four times more likely to leave school without a diploma when compared to proficient readers. The number rises when those kids also come from poverty (Hernandez, 2012).

Attempts to improve outcomes for our nation's most struggling youth have often been piecemeal and uncoordinated, leading to a system full of inefficiencies and producing limited results. As a broad based mental health provider and education agency, Seneca Family of Agencies aims to fill this gap by establishing meaningful partnerships that together weave a continuum of service offerings throughout a school that will ultimately target the individual needs of students and families while overall benefitting all members of the school community.

Barrat, V. X., & Berliner, B. (2013). *The Invisible Achievement Gap, Part 1: Education Outcomes of Students in Foster Care in California's Public Schools*. San Francisco, CA: WestEd.

Dost, L. W. (2008, June). *Helping students with disabilities graduate*. Prepared for the National High School Center Summer Institute. http://www.ndpcsd.org/documents/National_High_School_Center_Institute/Helping_Students_Graduate.pdf

Hernandez, Donald. J. (2012). *Double Jeopardy: How third grade reading skills and poverty influence high school graduation*. The Annie E. Casey Foundation.

National Center for Education Statistics. (2015). *Public high school 4-year adjusted cohort graduation rate (ACGR), by race/ethnicity and selected demographics for the United States, the 50 states, and the District of Columbia: School year 2013-14*. Retrieved from http://nces.ed.gov/ipeds/data/ipeds_tables/ACGR_18E_and_characteristics_2013-14.asp

National Working Group on Foster Care in Education. (2011). *Research highlights on education and foster care*. Retrieved from www.casey.org

The National Child Traumatic Stress Network. (2014). *Complex Trauma: Facts for Educators*. Retrieved from <https://www.nctsn.org/products/complex-trauma-facts-for-educators>

PROGRAM GOALS

1 TO INCREASE THE ACADEMIC PERFORMANCE AND SOCIAL-EMOTIONAL WELL-BEING OF THE *MOST STRUGGLING* STUDENTS AT OUR PARTNER SCHOOLS

Effective school turnaround requires that schools make systematic changes that emphasize campus-wide achievement while targeting student subgroups that have been underserved as a result of gaps in school services. Unconditional Education focuses on improving learning outcomes for all students, while specifically targeting students who face additional barriers to success.

2 TO INCREASE THE EFFICIENCY OF PARTNER SCHOOLS IN DELIVERING EFFECTIVE INTERVENTIONS TO ALL STUDENTS THROUGH THE IMPLEMENTATION OF A MULTI-TIERED FRAMEWORK

The Unconditional Education model is designed to improve the overall instructional capacity and school culture and climate that serve as the foundation for targeted, early investments in students' educational progress so that more students remain on track and referrals to higher levels of service (such as special education) are minimized.

Key differences between traditional special education/ mental health and the Unconditional Education model are summarized in the table below.

TRADITIONAL VS. UNCONDITIONAL EDUCATION

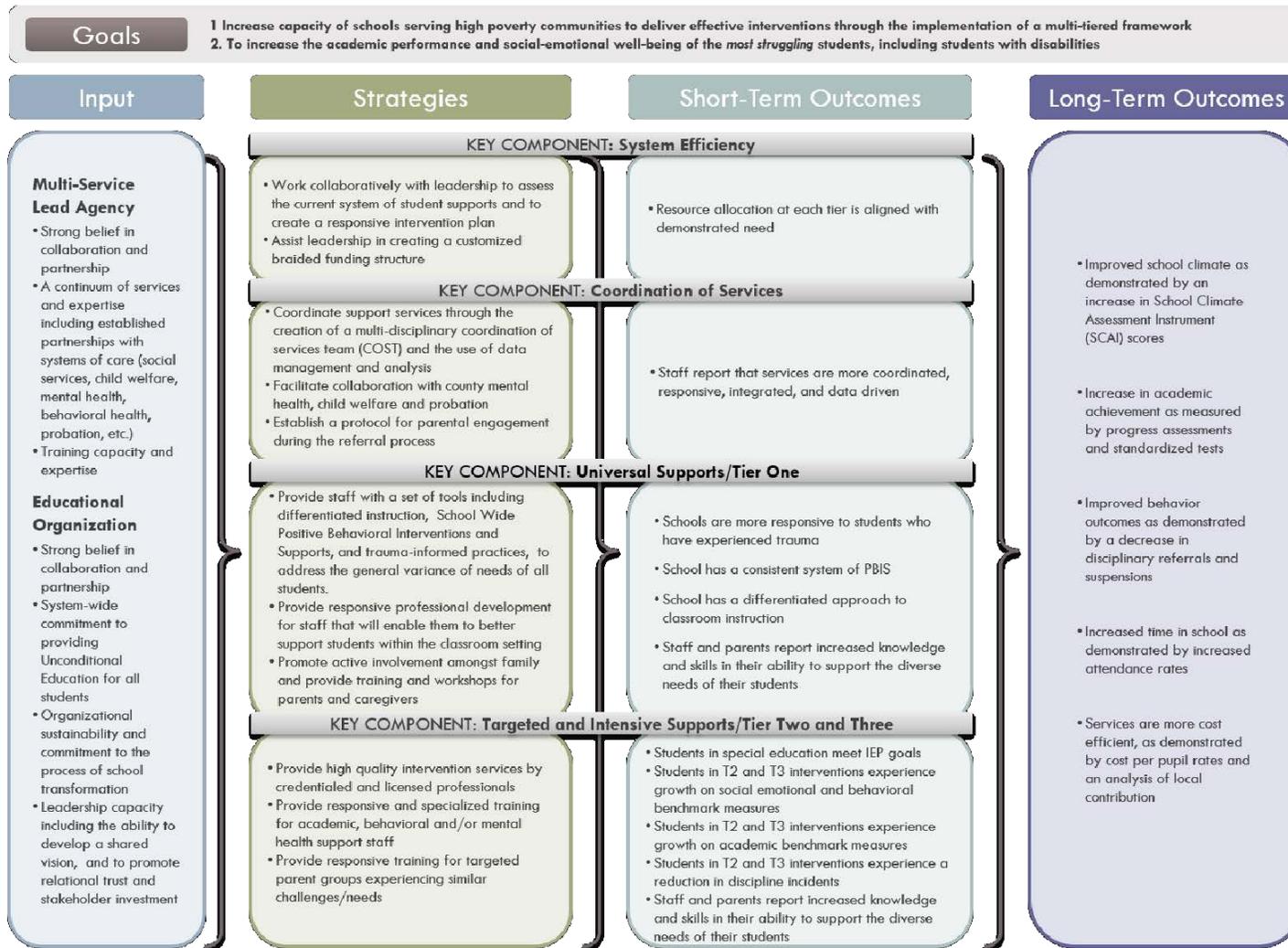
Services are separated	Services are integrated and coordinated
Specialized staff are responsible for providing interventions to students	All staff are responsible for providing interventions
Students must be referred to Special Education or a Mental Health Clinician in order to receive services	Any student can receive intervention services
Students must fail in order to receive extra support	Data-driven progress monitoring is employed to catch students before they fail
"Cookie cutter" approaches to intervention are often implemented	Interventions can be creatively designed to meet the needs of each student

"I appreciate Sraza staff's communication with teachers and parents about individual students and their efforts to support me in modifying expectations and content for students with IEPs"

- PARTNERSHIP SCHOOL TEACHER

The New School of San Francisco Petition

Unconditional Education Logic Model



5

CORE SERVICE ELEMENTS

SCHOOL INTERVENTION ASSESSMENT

In collaboration with school leadership, Seneca's team administers a variety of measures to assess the school's overall culture and their tiered intervention practice. The assessment process includes structured observations, stakeholder interviews, and the administration of the FBIS Tiered Fidelity Index, the Trauma-Informed Matrix, and the School Climate Assessment Instrument (SCAI).

TIERED INTERVENTION MASTER PLANNING & LEADERSHIP SUPPORT

Seneca's program administrators collaborate with school leadership to develop a strategic plan to address gaps identified in the school assessment process. The plan details how the team and school will create, schedule, deliver, and monitor interventions at each of the three tiers. Seneca's experienced administrators then provide regular support for school leaders to engage their school teams in the effective delivery and monitoring of these tiered interventions.

TARGETED AND INTENSIVE INTERVENTIONS

Seneca's credentialed education specialists, licensed service providers (such as speech therapists, occupational therapists, and low incidence disability specialists), licensed therapists, and certified behavioral analysts oversee and/or provide key interventions to those students in need of additional support. The Seneca team oversees referral, assessment, and service delivery, and ensures compliance with related professional, state, and federal educational requirements.

UNIVERSAL DESIGNS FOR LEARNING

Seneca's multi-disciplinary team provides collaborative planning and conferencing with teachers to support the learning needs of all students. Experienced trainers and instructional coaches lead teacher, team, or school-wide cycles of inquiry to analyze student data, differentiate needs, and intervene as needed.

COORDINATION OF SERVICES

Seneca's team structures and facilitates a data-driven process to support integrated service planning. Seneca also develops school-wide procedures to ensure the identification of students requiring additional intervention.

INTERVENTION DATA MANAGEMENT & ANALYSIS

The Seneca team builds upon the school's current data-based practices and integrates the use of data systems to track service delivery and monitor student progress. In addition, the team helps foster information sharing networks between school staff, partner service providers, families, and the greater school community.

RESPONSIVE PROFESSIONAL DEVELOPMENT

In collaboration with school leadership, the Seneca team selects, designs, and presents professional development on a wide range of topics aimed at supporting the effective implementation of tiered interventions. Training may occur during planned professional development sessions or through ongoing consultation, coaching, mentoring, and reciprocal teaching opportunities.

For more information about Seneca Family of Agencies' Unconditional Education Partnership, please contact Robin Dettennan at robin_dettennan@senecacenter.org or (510) 872-2046.



APPENDIX D: COMMUNITY ENGAGEMENT MODEL

The New School of San Francisco Petition

The New School of San Francisco Community Engagement Model

The New School of San Francisco’s mission and vision is dependent on attracting, engaging, and retaining families through the provision of a world-class, inclusive, and equitable education. NSSF deeply believes that an excellent education, one that is accessible to all children irrespective of their background, is only achieved when a school works in close partnership with families and fosters a strong sense of mutual trust and understanding. NSSF places students and their families at the center of its design and prepares children for success in life, empowers parents as partners in this process, and attends to family-level needs. As a citywide “demonstration school,” our purpose is to continuously innovate and improve, assess our effectiveness, and disseminate our learning.

Our Community

The New School of San Francisco will reflect the city’s diversity and proactively build a racially and socioeconomically inclusive and equitable community. We define community as those who have a direct and meaningful interest or involvement in our school:

- NSSF student body
- NSSF families
- NSSF staff
- Prospective families and their children
- Prospective teachers and staff
- SFUSD leadership
- SFUSD schools co-located with The New School of San Francisco
- NSSF Board members (incl. advisors)
- Program partners
- Funders/supporters

We know that diversity cannot stand alone; we believe both diversity and equity are deeply integral to the success of our students, families, faculty, and school community. 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.

We are a community that:

- Reflects the city of San Francisco and embraces its rich and multiple cultures, experiences, resources, differences, and history;
- Is oriented towards social justice and puts equity at the forefront of all we do.

Our Recruitment & Engagement Objectives

Recruitment:

1. Families across San Francisco are given an equal opportunity and equitable support to apply.
2. Prospective students and families have access to high-quality information and events, enabling them to make informed decisions around fit with the school’s values, priorities, and educational program.
3. The New School of San Francisco community, from its student population to the Board, reflect the city’s diversity socio-economically, racially, and ethnically.
4. The New School of San Francisco community helps to lead the engagement efforts.

Engagement:

1. Families are able to voice their feedback and contribute meaningfully to the school’s development.
2. Students, families, and staff see their values and cultures reflected in the school and in daily interactions.
3. Families build durable and supportive relationships across the community, where priorities, perspectives, and needs are understood and addressed.
4. Students are engaged as unique learners who bring to school a valuable set of experiences, perspectives, interests, and resources from which their educational goals and experience are defined.

Our Approach to Recruitment

NSSF is dedicated to serving a diverse population. Research shows that racial and socioeconomic diversity in the classroom can provide students with a range of cognitive and social benefits⁵⁵. Our vision for access and inclusion is that no racial or socio-economic group will make up more than 50 percent of the school's population. This is in line with the District priority for reducing "racial isolation".⁵⁶

Recruiting and retaining a diverse population requires both a structural change to our lottery and equity-based investments in community engagement that make our school the school of choice for low-income families. The New School of San Francisco will broaden access to low-income families through a lottery preference for families that qualify for Free and Reduced Price Lunch. We will also deepen our engagement of low-income families by expanding our recruitment and cultivation teams and their work inside and outside of the school.

Our recruitment strategies outlined below are designed to increase the socio-economic diversity of NSSF:

1. Secure a preference for applicants who qualify for Free and Reduced Price Lunch in re-authorization.
2. Increase staffing focused on recruitment in low-income neighborhoods with a focus on 1:1 and small group recruitment strategies.
3. Increase involvement of diverse teachers and families who volunteer in recruitment, cultivation, and enrollment, via existing recruitment and retention committees and affinity groups. We emphasize multiple, personal touch-points with staff and families that share the background of the communities they are recruiting from.
4. Increase staff PD and family education in culturally responsive practices and DEI. Our intention is to create an inclusive, non-white-dominant school environment that values diverse backgrounds so that prospective families can see themselves reflected within the school.
5. Secure long-term facility (K-8) to increase stability and decrease the risk of dislocation for vulnerable families.

In general, the school's recruitment efforts are focused on ensuring that all interested families are able to access the information they need to learn about NSSF, and be able to make an informed decision for their child and family. However, we recognize that not all families in San Francisco have the same access and, therefore, take an equity-based approach. This means allocating additional time and resources to communities that have the least access.

Beginning in the 2019-2020 school year, NSSF will continue the process of recruitment for open spaces, primarily kindergarten and 6th grade. Recruitment for upper grades will mirror our recruitment strategies for incoming kinder students and families with shifts to focus on older students and families.

Broaden and Deepen our Networks:

1. Further develop a network of community-specific and citywide institutions from which to introduce NSSF and build relationships with prospective parents. Institutions include religious organizations, community centers, community-based organizations, parent advocacy groups, and businesses or business umbrella groups.
**Community-specific and citywide institutions are our focus for our K-8 recruitment, including event co-hosting opportunities from preschool and community networks.*
2. Further develop a network of local preschools from which to introduce NSSF and build relationships with prospective families and students, prioritizing:
 - a. socio-economically diverse set of preschools, from Head Start and subsidized programs, to wholly fee-based;
 - b. preschools that are geographically diverse.
3. Implement a staff-led recruitment team to set-up and coordinate community engagement. Teams are responsible for widening networks, identifying prospective parents, recruiting and coordinating volunteers, and data collection. Team members will reflect the communities from which they recruit.

⁵⁵ source: <https://tcf.org/content/facts/the-benefits-of-socioeconomically-and-racially-integrated-schools-and-classrooms/>

⁵⁶ source: <http://www.sfusd.edu/en/enroll-in-sfusd-schools/monitoring-student-assignment/ad-hoc-committee-on-student-assignment.html>

The New School of San Francisco Petition

Make Communications More Accessible:

1. Produce PR materials in Spanish, Chinese, and English, including brochures, flyers, school website, and family/teacher survey.
2. Given the realities of digital access, we use local print and radio programming, specifically local media in languages that are not English.
3. Establish web presence from which to introduce NSSF, engage prospective parents and teachers, and promote open houses and pop-up school experiences. Channels we use include the NSSF website, parent and school focused blogs, Facebook, and local online news outlets.
4. Distribute PR material via online channels and at local events, preschools, community organizations, and public libraries.

Open the School to Prospective Families:

1. Weekend and/or summer events for prospective parents, children, and educators organized by NSSF. Events provide hands-on introduction to the inquiry-based program and school parents, teachers, leadership, and staff. We engage our network of preschool and community organizations to promote the pop-up opportunities and ensure a diverse turnout.
2. Afternoon and evening open houses and family conversations for prospective families, children, and educators organized by NSSF. Family conversations introduce prospective families to the school’s educational program and staff, and provide a venue for valuable feedback.

Assessment:

NSSF documents its engagement and recruitment efforts to help achieve racial, socio-economic, and geographic balance. We assess data on prospective family demographics and network diversity to refine our outreach efforts.

Student Demographics:

- Research shows that racial and socioeconomic diversity in the classroom can provide students with a range of cognitive and social benefits.
- Our preference is that no racial or socio-economic group will make up more than 50 percent of the school’s population. This is in line with the district targets for reducing “racial isolation”.
- NSSF is requesting the addition of an admission preference for families qualifying for Free and Reduced Price Meals (outlined in Element H). Through this preference, ongoing outreach, and culturally inclusive teaching and learning practices, NSSF expects to recruit and retain a socio-economically balanced student body. Through these efforts, we also expect and welcome further diversification along lines of race, ethnicity, and learning abilities.

Student Group [JMM1]	% of Enrollment (2018-19)	Projected (w/preference) over 3 years
Socioeconomically Disadvantaged	11%	35%
English Learners	10%	25%
Students with Disabilities	7 %	12%
Black or African American	5%	7%
American Indian or Alaska Native	1%	1%

The New School of San Francisco Petition

Asian	14%	21%
Filipino	1.7%	4%
Hispanic or Latino	21 %	25%
Native Hawaiian or Pacific Islander	0.5 %	2%
White	52%	35%
Two or More Races	3.4%	5%

Our Approach to Community Engagement

Below are the key elements of our family-focused model. Each element has been implemented since our authorization in March 2015 and is assessed twice-yearly along with families and staff to gauge efficacy and alignment with our mission.

Family and Community Representation and Voice:

1. *Boards, Councils, and Committees*

The New School of San Francisco has established and maintained four bodies, all of which include or are led by families. The purpose of these interrelated bodies 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 offer tangible ways for families to contribute meaningfully to the development of the school by offering diverse sets of skills, backgrounds, commitments, and life experiences.

As an equity-based school, there is not a minimum volunteer or participation rate for family involvement or fundraising. However, the school is responsible for creating and maintaining governance, advisory, working-group bodies that ensure 100% of families have access to information, decision-making, and influence over the school's development. The make-up of each body will reflect the diversity of our school.

These bodies will be:

1. Board of Directors
2. Advisory Network
3. Home & School Council
4. Home & School Council Committees
5. Affinity Groups
6. Room Parents

School Body	Purpose & Family Involvement	Meeting Frequency	Leadership
Board of Directors	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. 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	6-8 weeks	Chair of the Board Managed by: Head of School

The New School of San Francisco Petition

	members to join standing and/or ad-hoc committees of the Board of Directors.		
Home & School Council (HSC)	<p>A collaborative body of parents, staff, and school leadership responsible for assessing and assisting the school's development and promoting the educational, socio-emotional, and physical wellbeing of children and their families. The Home & School Council (HSC) focuses on advancing family involvement and services, school improvement, student recruitment, community development and outreach, extracurricular programing, and Home & School communication and coordination. The HSC is the main body for assessing, advising and implementing our Local Control Accountability Plan (LCAP) and community development work, including initiatives to increase effectiveness of parent communications, inclusion, and empowerment.</p> <p>HSC also holds a family education and information series focused on important topics around culture and climate, academic and social-emotional learning, and school development. See full scope and sequence of Family Education Series below.</p>	Monthly (minimum)	Managed by: Leadership Team
HSC Committees	Committees are working groups formed to attend to the school's development and family priorities. Committees include: student enrichment (technology and music); communications; student recruitment; staff retention and recruitment; facilities; fundraising; and health and safety.	Monthly	<p>Headed by Family Co-Chairs</p> <p>Managed by: Leadership Team</p>
Affinity Groups	Affinity groups are comprised of parents, guardians, and staff with a shared identity of their child/children's background, and experience [<i>race, ethnicity, gender/ orientation, socio-economics, language</i>]. The New School of San Francisco Affinity Groups come together to support each other and the school in enhancing their family's and child's/children's identity and sense of inclusion at school. The school focuses on creating safe spaces for our children and families that come from historically marginalized communities to make for a more equitable experience.	6-8 weeks	<p>Headed by Family Co-Chairs</p> <p>Managed by: Leadership Team</p>
ELAC	<p>The purpose of the English Language Advisory Council is to assist the Leadership Team and Home and School Council with the following:</p> <ul style="list-style-type: none"> o Continuing the development of programs and services to support the growth of all English Language Learners o Reviewing the school's achievement data specifically as it relates to English Language Learners across all subjects o Building out a more culturally responsive learning environment 	Quarterly	Managed by: ELAC Coordinator & Dir of Community
Room Parents	Room Parents are the official liaisons between teachers and families. While each class will have distinct needs, all Room Parents are hands-on, increase collaboration and communication between home and school, and have responsibilities that include: increase and improve communication with parents, including addressing language and technology access; plan and organize class events; foster inclusive cultural events; recruit other parent volunteers; meet with teachers and other Room Parents on a regular basis; organize supply donations; organize appreciations of staff.	Monthly	Managed by: Room Parent Coordinators

The New School of San Francisco Petition

2. *Home & School Communication*

Trust between families and school staff is essential in building and maintaining positive home–school relationships. Communication, both written and in person, is our most valuable tool in establishing trust and creating an open, respectful and collaborative community. Communication between school staff and parents takes on different forms: phone calls, text messages, e-mail, newsletters (hard copy and via the website), social-media, and face-to-face meetings.

The following are currently a core part of our school communications:

- Bi-weekly All-School Family Digest
- Monthly classroom newsletters
- Daily teacher and family posts on school-tailored social-media platform
- Parent Portal
- Tri-annual family-teacher conferences (5th grade and up will be student-led, with intention to extend this into lower elementary as appropriate)
- Individual Learning Plans for each student, developed and reviewed thrice annually with families, including intake conferences at beginning of the year to collaboratively set goals
- Four grade-level Expositions
- Weekly All School Meetings (ASMs) in which families are welcome
- 6-weekly Home & School Council meetings
- Family education series: 9 Deep Dives and 6 leadership Coffee Chats

We prioritize quality, frequency, and accessibility of communications. The school’s communications is assessed by the schools families, staff, and leadership and assessed annually. We allow ourselves the ability to modify the frequency, medium, and content of our communication based on this assessment and whether it meets family and school needs.

Issues around equity are assessed regularly to ensure our communications are accessible to all and of comparable quality across our diverse families. We tailor written and in-person communications to meet the needs of individual families (e.g., providing translation and interpretation, balancing the use of technology, scheduling in-person communications around working family schedules). Communications are in Spanish and English. We will include Cantonese and/or other languages as need arises.

Supportive Family-School Community

Our school model is designed to provide families, students, and teachers with much needed quality, stability, and continuity. This commitment to each family provides the opportunity to understand and address each student’s and families’ needs as well as build durable and supportive relationships.

1. *Family Education Series*

In collaboration with our institutional partners and the Home and School Council, we have developed a family-community education program to raise awareness around key issues related to children’s wellbeing, our school’s development, and community needs. This includes workshops, presentations, and discussion sessions on subjects including curricular areas, personalization and differentiation, child development, Equity, Data and Assessment, and SEL.

2. *Out of School Time*

We have an equitable and inclusive extended schedule to support working families with affordable and high quality before and after-school options. Our in-house Exploremos program allows us to have a cohesive and continuous approach to students and families from 7:45 a.m. to 6:00 p.m. Toward this end, our Exploremos team is trained alongside of our school-day educators on key areas of school climate and culture (RP, PBIS, classroom management) and has opportunities to learn from and be coached by classroom teachers. The program is open to all and fees are based on a sliding scale.

3. *Diversity, Equity and Inclusion*

As a diverse-by-design school, we are proactively working to create and foster an equity-centered community that celebrates its diversity, confronts inequities, and builds relationships and alliances across differences to transform systems, practice, and

perspectives. In partnership with SF-CESS, we have committed to long-term professional and community development work to deepen staff, family, and student's content knowledge, and developing a toolbox for individualized, equity-centered learning in our collaborations and classrooms. This work has started with staff to build the school's leadership capacity and will extend in our affinity groups and education series for families and identity, SEL, and equity work with students.

Holistic and Equitable Learning and Instruction:

Our constructivist, experiential-based educational model sees every student as a unique learner who brings to school a valuable set of experiences, perspectives, interests, and resources from which to define his or her educational goals and the path towards those goals. This approach requires an in-depth knowledge of each student's family and background and a high degree of personalization and differentiation with regards to instruction.

1. Integrated Social-Emotional Development

In attending to the whole child, we incorporate social-emotional development into all aspects of teaching and learning. Social and emotional learning (SEL) is based on the understanding that the best learning emerges in the context of supportive relationships that make learning challenging, engaging, and meaningful. Through SEL, we focus on developing students' knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. Restorative Practices (RP) and Positive Based Interventions and Supports (PBIS) have been adopted and implemented schoolwide. In support of families, we offer forums and workshops in important areas like PBIS, Restorative Practices, Kimochis, RULER, and Tribes so that they are informed of our priorities and educational approach and can positively reinforce them at home, if appropriate.

2. Individual Learning Plans

Each child develops an Individual Learning Plan along with his or her teacher and family that maps out academic, socio-emotional, and inquiry learning goals, charts progress towards those goals, and determines what resources, experiences, and supports will be needed. The evolving plans provide families a way to remain updated on their child's development, collaborate with teachers, and support student learning. The Individual Learning Plan also serves as a touchstone for teacher-family check-ins and conferences. As and when needed, Coordination of Services Team (COST) brings together families and school staff and services to develop and monitor interventions to address specific concerns. The COST focuses on referred students to promote their academic and social-emotional success.

3. Identity Development

Identity development is a critical component of the school's commitment to diversity and equity. Recognizing that each student and family has their own identity, culture, background, and strengths, NSSF deliberately cultivates a sense of self in each student in order to celebrate our diversity, enable cross-cultural understanding and empathy amongst children and families, and cultivate students' agency. We also believe identity development at school offers rich opportunities for family involvement as students explore the school community's diversity.

APPENDIX E: BUDGET & FUNDRAISING

MULTI-YEAR BUDGET**New School San Francisco
Multi-year Projection
As of Apr FY2019**Revenue COLA: 0%
Expense COLA: 0%

	2018-19	2019-20	Year 1 2020-21	Year 2 2021-22	Year 3 2022-23	Year 4 2023-24	Year 5 2024-25
SUMMARY							
Revenue							
LCFF Entitlement	1,917,689	2,389,759	2,954,870	3,582,790	4,141,116	4,171,485	4,192,775
Federal Revenue	50,529	52,342	62,329	85,677	108,546	130,934	139,578
Other State Revenues	278,487	285,123	329,468	373,919	418,369	419,317	419,317
Local Revenues	502,769	729,202	882,565	1,036,485	1,188,617	1,188,617	1,188,617
Fundraising and Grants	1,472,257	1,179,600	783,488	687,226	537,226	537,226	537,226
Total Revenue	4,221,731	4,636,025	5,012,720	5,766,096	6,393,873	6,447,579	6,477,513
Expenses							
Compensation and Benefits	3,034,326	3,609,239	4,005,739	4,523,241	4,947,446	4,969,374	4,969,374
Books and Supplies	162,351	174,497	198,723	260,751	294,003	269,003	269,003
Services and Other Operating Expenditures	863,820	769,528	785,563	884,432	948,946	951,333	951,333
Depreciation	833	2,000	2,000	2,000	2,000	1,167	-
Other Outflows	251	103	-	-	-	-	-
Total Expenses	4,061,581	4,555,367	4,992,025	5,670,424	6,192,395	6,190,877	6,189,710
Operating Income	160,150	80,658	20,694	95,672	201,478	256,702	287,803
Fund Balance							
Beginning Balance (Unaudited)	299,964	440,114	520,772	541,466	637,139	838,617	1,095,318
Audit Adjustment	(20,000)						
Beginning Balance (Audited)	279,964	440,114	520,772	541,466	637,139	838,617	1,095,318
Operating Income	160,150	80,658	20,694	95,672	201,478	256,702	287,803
Ending Fund Balance	440,114	520,772	541,466	637,139	838,617	1,095,318	1,383,122
Fund Balance as a % of Expenses	11%	11%	11%	11%	14%	18%	22%

New School San Francisco
Multi-year Projection
As of Apr FY2019

Revenue (COLA) 0%
Expense (COLA) 0%

	2018-19	2019-20	Year 1 2020-21	Year 2 2021-22	Year 3 2022-23	Year 4 2023-24	Year 5 2024-25
REVENUE							
LCFF Entitlement							
8011 Charter Schools LCFF - State Aid	811,343	991,348	1,216,621	1,489,950	1,740,510	1,770,879	1,792,169
8012 Education Protection Account Entitlement	45,426	55,758	67,374	78,990	90,606	90,606	90,606
8019 State Aid - Prior Years	1,493	-	-	-	-	-	-
8096 Charter Schools in Lieu of Property Taxes	1,059,427	1,342,653	1,670,875	2,013,850	2,310,000	2,310,000	2,310,000
SUBTOTAL - LCFF Entitlement	1,917,689	2,389,759	2,954,870	3,582,790	4,141,116	4,171,485	4,192,775
Federal Revenue							
8181 Special Education - Entitlement	25,640	29,375	36,000	43,500	51,000	58,500	58,500
8291 Title I	11,725	10,212	12,860	25,341	37,444	49,169	55,977
8292 Title II	3,163	2,755	3,469	6,836	10,101	13,264	15,101
8294 Title IV	10,000	10,000	10,000	10,000	10,000	10,000	10,000
8297 PY Federal - Not Accrued	1	-	-	-	-	-	-
SUBTOTAL - Federal Revenue	50,529	52,342	62,329	85,677	108,546	130,934	139,578
Other State Revenue							
8319 Other State Apportionments - Prior Years	3,128	-	-	-	-	-	-
8381 Special Education - Entitlement (State)	119,925	151,941	183,594	215,248	246,901	246,901	246,901
8382 Special Education Reimbursement (State)	72,600	72,600	72,600	72,600	72,600	72,600	72,600
8550 Mandated Cost Reimbursements	35,012	3,709	4,553	5,501	6,450	7,398	7,398
8560 State Lottery Revenue	46,335	56,873	68,721	80,570	92,418	92,418	92,418
8590 All Other State Revenue	1,488	-	-	-	-	-	-
SUBTOTAL - Other State Revenue	278,487	285,123	329,468	373,919	418,369	419,317	419,317
Local Revenue							
8634 Food Service Sales	40,640	51,300	63,847	76,951	88,267	88,267	88,267
8676 After School Program Revenue	400,000	602,208	727,668	853,128	978,588	978,588	978,588
8699 All Other Local Revenue	1,985	1,985	1,985	1,985	1,985	1,985	1,985
8701 Parcel Tax Prop A	60,144	73,709	89,065	104,421	119,777	119,777	119,777
SUBTOTAL - Local Revenue	502,769	729,202	882,565	1,036,485	1,188,617	1,188,617	1,188,617
Fundraising and Grants							
8801 Donations - Parents	319,842	300,000	300,000	300,000	300,000	300,000	300,000
8802 Donations - Private	1,152,415	750,000	350,000	250,000	100,000	100,000	100,000
8811 Donations Backfill of Prop. G	-	129,600	133,488	137,226	137,226	137,226	137,226
SUBTOTAL - Fundraising and Grants	1,472,257	1,179,600	783,488	687,226	537,226	537,226	537,226
TOTAL REVENUE	4,221,731	4,636,025	5,012,720	5,766,096	6,393,873	6,447,579	6,477,513

New School San Francisco
Multi-year Projection
As of Apr FY2019

Revenue (201A) 0%
Expense (201A) 0%

	2018-19	2019-20	Year 1 2020-21	Year 2 2021-22	Year 3 2022-23	Year 4 2023-24	Year 5 2024-25
EXPENSES							
Compensation & Benefits							
Certificated Salaries							
1100 Teachers Salaries	1,123,071	1,410,421	1,599,935	1,907,542	2,139,446	2,139,446	2,139,446
1111 Teacher - Elective	143,616	155,000	159,650	164,120	232,879	232,879	232,879
1148 Teacher - Special Ed	41,715	130,000	168,900	209,609	209,609	209,609	209,609
1150 Teacher - Instructional Coach	167,250	179,200	184,576	189,744	189,744	189,744	189,744
1300 Certificated Supervisor & Administrator Salaries	206,660	221,268	227,906	234,287	234,287	234,287	234,287
SUBTOTAL - Certificated Salaries	1,682,312	2,095,889	2,340,968	2,705,303	3,005,966	3,005,966	3,005,966
Classified Salaries							
2300 Classified Supervisor & Administrator Salaries	499,750	541,776	558,029	573,654	573,654	573,654	573,654
2400 Classified Clerical & Office Salaries	67,300	63,530	65,436	67,268	67,268	67,268	67,268
2905 Other Classified - After School	195,340	205,787	243,200	260,250	270,490	270,490	270,490
2925 Other Classified - Childcare and Translations Services	1,338	3,882	3,998	4,110	4,110	4,110	4,110
2930 Other Classified - Maintenance/grounds	35,000	50,000	55,000	65,000	75,000	75,000	75,000
SUBTOTAL - Classified Salaries	798,728	864,974	925,664	970,282	990,522	990,522	990,522
Employee Benefits							
3300 OASDI-Medicare-Alternative	187,233	222,099	244,617	275,062	299,611	299,611	299,611
3400 Health & Welfare Benefits	228,800	267,960	320,166	376,923	438,555	460,482	460,482
3500 Unemployment Insurance	16,312	17,461	19,613	21,408	23,193	23,193	23,193
3600 Workers Comp Insurance	37,216	44,413	48,999	55,134	59,947	59,947	59,947
3900 Other Employee Benefits	83,726	96,442	105,712	119,130	129,653	129,653	129,653
SUBTOTAL - Employee Benefits	553,286	648,376	739,108	847,656	950,959	972,886	972,886
Books & Supplies							
4100 Approved Textbooks & Core Curricula Materials	17,689	16,000	10,000	20,000	22,000	24,000	24,000
4330 Office Supplies	9,165	10,368	12,904	15,552	17,839	17,839	17,839
4346 Teacher Supplies	18,465	19,000	26,431	34,667	42,289	28,789	28,789
4354 After School Program	14,100	25,056	31,184	37,585	43,112	43,112	43,112
4410 Classroom Furniture, Equipment & Supplies	25,688	15,000	15,450	36,000	40,500	27,000	27,000
4420 Computers (individual items less than \$5k)	27,390	28,283	29,131	29,947	29,947	29,947	29,947
4710 Student Food Services	40,640	51,300	63,847	76,951	88,267	88,267	88,267
4720 Other Food	9,214	9,490	9,775	10,049	10,049	10,049	10,049
SUBTOTAL - Books and Supplies	162,351	174,497	198,723	260,751	294,003	269,003	269,003

New School San Francisco
Multi-year Projection
As of Apr FY2019

Revenue COLA: 0%
 Expense COLA: 0%

	2018-19	2019-20	Year 1 2020-21	Year 2 2021-22	Year 3 2022-23	Year 4 2023-24	Year 5 2024-25
Services & Other Operating Expenses							
5215 Travel - Mileage, Parking, Tolls	3,937	1,128	1,783	1,966	2,100	2,100	2,100
5305 Dues & Membership - Professional	3,230	1,570	1,308	1,345	1,345	1,345	1,345
5450 Insurance - Other	23,610	29,802	37,091	44,704	51,278	51,278	51,278
5515 Janitorial, Gardening Services & Supplies	7,050	9,792	12,187	14,688	16,848	16,848	16,848
5525 Utilities - Waste	9,718	10,009	12,457	15,014	17,222	17,222	17,222
5535 Utilities - All Utilities	15,786	19,926	24,800	29,890	34,286	34,286	34,286
5611 Prop 39 Related Costs	58,680	58,680	73,032	88,021	100,965	100,965	100,965
5615 Repairs and Maintenance - Building	2,500	2,500	2,000	2,056	2,056	2,056	2,056
5699 SF Field Rentals	749	-	-	-	-	-	-
5803 Accounting Fees	15,450	15,914	16,391	16,850	16,850	16,850	16,850
5809 Banking Fees	2,027	2,088	2,151	2,211	2,211	2,211	2,211
5812 Business Services	105,013	111,509	117,679	148,442	163,306	165,062	165,062
5820 Consultants - Non Instructional	70,150	40,318	5,477	5,631	5,631	5,631	5,631
5824 District Oversight Fees	19,177	23,898	29,549	35,828	41,411	41,715	41,715
5830 Field Trips Expenses	15,950	6,449	8,000	9,642	11,060	11,060	11,060
5833 Fines and Penalties	40	41	43	44	44	44	44
5836 Fingerprinting	528	544	560	576	576	576	576
5839 Fundraising Expenses	4,923	5,070	5,222	5,369	5,369	5,369	5,369
5843 Interest - Loans Less than 1 Year	7,751	-	-	-	-	-	-
5845 Legal Fees	19,799	20,118	12,593	15,178	17,410	17,410	17,410
5848 Board of Equalization	103	106	109	112	112	112	112
5851 Marketing and Student Recruiting	6,000	7,000	2,060	2,118	2,118	2,118	2,118
5857 Payroll Fees	3,402	3,888	4,207	4,764	5,203	5,203	5,203
5860 Printing and Reproduction	9,995	30,344	31,543	38,017	43,607	43,607	43,607
5861 Prior Yr Exp (not accrued)	1,211	-	-	-	-	-	-
5863 Professional Development	43,171	20,000	20,600	21,177	21,177	21,177	21,177
5866 Other Special Education Expenses	3,000	3,090	3,183	3,272	3,272	3,272	3,272
5869 Special Education Contract Instructors	358,969	299,224	308,201	316,830	316,830	316,830	316,830
5872 SELPA Fees	5,823	7,470	9,319	11,288	12,996	13,323	13,323
5875 Staff Recruiting	3,631	3,740	3,852	3,960	3,960	3,960	3,960
5881 Student Information System	23,500	15,573	15,583	16,020	16,020	16,020	16,020
5884 Substitutes	4,120	4,244	8,371	12,493	16,493	16,493	16,493
5893 Transportation - Student	5,000	5,150	5,305	5,453	5,453	5,453	5,453
5910 Communications - Internet / Website Fees	7,200	7,416	7,638	7,852	7,852	7,852	7,852
5915 Postage and Delivery	942	1,189	1,480	1,783	2,045	2,045	2,045
5920 Communications - Telephone & Fax	1,687	1,738	1,790	1,840	1,840	1,840	1,840
SUBTOTAL - Services & Other Operating Exp.	863,820	769,528	785,563	884,432	948,946	951,333	951,333

New School San Francisco
Multi-year Projection
As of Apr FY2019

Revenue (201 A) 0%
Expense (201 A) 0%

	2018-19	2019-20	Year 1 2020-21	Year 2 2021-22	Year 3 2022-23	Year 4 2023-24	Year 5 2024-25
Depreciation Expense							
6900 Depreciation	833	2,000	2,000	2,000	2,000	1,167	
SUBTOTAL - Depreciation Expense	833	2,000	2,000	2,000	2,000	1,167	-
Other Outflows							
7438 Long term debt - Interest	251	103	-	-	-	-	-
SUBTOTAL - Other Outflows	251	103	-	-	-	-	-
TOTAL EXPENSES	4,061,581	4,555,367	4,992,025	5,670,424	6,192,395	6,190,877	6,189,710

New School San Francisco
Monthly Cash Forecast
As of April FY2019

	2018-19													Forecast	Remaining Balance
	Actuals & Forecast														
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr Actuals	May Forecast	Jun Forecast			
Beginning Cash	70,591	297,721	99,558	347,088	94,311	299,541	85,777	85,874	85,272	51,785	63,409	30,697			
REVENUE															
LCFF Entitlement	-	91,315	173,702	131,794	110,200	199,671	101,665	112,521	195,347	190,900	174,082	174,119	1,917,609	174,225	
Federal Revenue	-	-	-	-	-	2,206	3,121	6,222	-	9,029	13,611	0	50,529	16,280	
Other State Revenue	4,333	-	12,132	7,799	7,799	7,799	10,653	57,301	26,909	26,793	11,467	30,531	278,487	74,971	
Other Local Revenue	5,900	4,675	4,607	52,371	4,960	7,333	66,557	61,707	41,285	169,994	(73,415)	156,798	502,769	-	
Fundraising & Grants	204,432	3,294	47,616	24,264	391,613	120,593	152,426	130,141	55,094	7,015	202,765	58,747	1,472,257	74,257	
TOTAL REVENUE	214,665	99,285	238,136	216,228	522,640	337,662	414,422	367,891	318,635	403,730	328,509	420,195	4,221,731	339,733	
EXPENSES															
Certificated Salaries	70,173	113,807	105,695	103,852	104,585	108,650	103,794	104,865	422,379	143,198	152,242	149,071	1,682,312	(0)	
Classified Salaries	55,712	92,565	113,456	109,632	106,740	106,007	103,420	100,820	(207,205)	60,397	73,277	67,899	798,728	-	
Employee Benefits	30,582	37,038	66,704	43,211	40,707	37,721	54,241	42,301	43,828	39,306	54,826	42,429	553,286	20,392	
Books & Supplies	15,233	23,610	20,065	10,530	10,940	7,895	2,008	2,170	2,660	10,890	9,952	9,850	162,351	37,500	
Services & Other Operating Expenses	12,569	39,789	53,087	61,870	25,354	95,502	124,202	99,895	106,437	53,309	59,068	105,400	863,820	67,287	
Capital Outlay & Depreciation	-	-	-	-	-	-	-	-	-	-	764	69	833	-	
Other Outflows	-	12,064	(12,716)	21	193	59	21	-	1,802	501	(2,493)	-	251	-	
TOTAL EXPENSES	184,270	319,673	346,280	329,116	288,526	355,833	387,746	318,051	369,901	315,600	346,627	374,718	4,061,581	125,239	
Operating Cash Inflow (Outflow)	30,395	(220,368)	(108,144)	(112,889)	234,114	(18,171)	26,676	49,840	(51,268)	88,130	(18,118)	45,477	160,150	214,494	
Revenues - Prior Year Accruals	255,136	7,961	269,991	-	16,464	5,000	-	(542,400)	135,186	110,739	120,374	160,186	-	-	
Other Accruals	-	-	12,064	-	-	-	-	-	-	-	-	-	-	-	
Fixed Assets	-	-	-	-	-	-	-	(2,921)	(2,921)	-	(2,495)	(830)	-	-	
Expenses - Prior Year Accruals	-	(97,133)	90,775	(7,240)	(7,240)	(7,240)	(7,240)	549,473	(157,292)	(136,064)	(135,619)	(136,278)	-	-	
Accounts Payable - Current Year	(58,401)	111,398	15,377	(124,316)	(13,108)	64,980	(11,006)	(74,594)	71,139	(42,847)	3,146	(46,854)	-	-	
Loans Payable (Current)	-	-	(25,000)	-	(25,000)	(25,000)	-	-	-	-	-	-	-	-	
Loans Payable (Long Term)	-	-	(8,333)	(8,333)	-	(8,333)	(8,333)	-	(8,333)	(8,333)	-	-	-	-	
Ending Cash	297,721	99,558	347,088	94,311	299,541	85,777	85,874	85,272	51,785	63,409	30,697	52,398			

The New School of San Francisco Petition

New School San Francisco
Monthly Cash Forecast
As of Apr FY2019

	2019-20													Forecast	Remaining Balance
	Actuals & Forecast														
	Jul Forecast	Aug Forecast	Sep Forecast	Oct Forecast	Nov Forecast	Dec Forecast	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast			
Beginning Cash	52,398	21,080	14,898	178,420	250,353	166,576	60,324	92,810	104,735	185,160	236,014	274,401			
REVENUE															
LCT Enrollment	-	103,948	167,514	293,221	157,443	157,443	230,818	157,443	294,341	215,742	196,636	196,636	2,389,759	210,576	
Federal Revenue	-	-	-	-	5,742	-	-	5,742	-	14,688	5,742	-	52,342	20,429	
Other State Revenue	-	5,996	5,996	10,793	10,793	14,502	10,793	51,417	17,196	17,196	28,780	17,196	285,123	94,462	
Other Local Revenue	-	-	65,549	65,549	65,549	65,549	65,549	65,549	65,549	65,549	65,549	65,549	139,258	729,202	
Fundraising & Grants	62,500	62,500	92,500	92,500	92,500	92,500	114,100	114,100	114,100	114,100	114,100	114,100	1,179,600	-	
TOTAL REVENUE	62,500	172,444	331,559	462,063	332,027	329,994	429,260	394,251	491,186	427,275	410,807	467,190	4,636,025	325,467	
EXPENSES															
Contracted Salaries	71,619	184,025	184,025	184,025	184,025	184,025	184,025	184,025	184,025	184,025	184,025	184,025	2,095,889	-	
Classified Salaries	56,237	73,522	73,522	73,522	73,522	73,522	73,522	73,522	73,522	73,522	73,522	73,522	864,974	-	
Employee Benefits	47,823	55,096	60,335	55,096	54,223	54,223	61,208	55,096	55,096	50,059	50,059	50,059	648,376	-	
Dues & Supplies	6,257	15,762	24,900	14,153	14,153	14,153	14,153	14,153	14,153	14,153	14,153	14,153	174,497	-	
Services & Other Operating Expenses	23,823	21,433	77,595	57,502	57,502	77,154	55,530	55,530	75,630	52,661	52,661	112,124	769,528	50,394	
Capital Outlay & Depreciation	167	167	167	167	167	167	167	167	167	167	167	167	2,000	(0)	
Other Outflows	-	-	74	10	7	5	4	-	3	-	-	-	103	-	
TOTAL EXPENSES	206,025	350,004	420,705	384,474	383,598	403,248	388,608	382,492	402,595	374,587	374,587	434,050	4,555,367	50,394	
Operating Cash Inflow (Outflow)	(143,525)	(177,560)	(89,145)	77,589	(51,571)	(73,254)	40,652	11,758	88,591	52,688	36,220	33,341	80,658	275,074	
Revenues - Prior Year Accruals	273,515	17,121	335,833	27,511	960	-	-	-	-	-	-	-	50,001	-	
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Fixed Assets	167	167	167	167	167	167	167	167	167	167	167	167	167	-	
Expenses - Prior Year Accruals	(161,475)	-	(25,000)	(25,000)	(25,000)	(24,832)	-	-	-	-	-	-	-	-	
Accounts Payable - Current Year	-	-	(50,000)	-	-	-	-	-	-	-	-	-	-	-	
Loans Payable (Current)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Loans Payable (Long Term)	-	-	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	-	(8,333)	-	-	-	-	-	
Ending Cash	21,080	14,898	178,420	250,353	166,576	60,324	92,810	104,735	185,160	236,014	274,401	357,710			

The New School of San Francisco Petition

New School San Francisco
Monthly Cash Forecast
As of Apr FY2019

	2020-21													Forecast	Remaining Balance
	Jul Forecast	Aug Forecast	Sep Forecast	Oct Forecast	Nov Forecast	Dec Forecast	Actuals & Forecast		Mar Forecast	Apr Forecast	May Forecast	Jun Forecast			
Beginning Cash	357,710	354,799	194,440	132,307	268,101	209,402	120,973	172,358	176,898	265,051	316,694	348,486			
REVENUE															
LCFF Enrollment	-	130,902	211,461	371,787	198,030	198,030	301,580	198,030	350,170	261,498	238,846	238,846	2,954,870	255,690	
Federal Revenue	-	-	-	-	6,582	-	-	6,582	-	18,000	6,582	-	62,329	24,582	
Other State Revenue	-	7,597	7,597	13,675	13,675	18,227	13,675	56,933	20,005	20,005	34,224	20,005	329,468	103,850	
Other Local Revenue	-	-	79,350	79,350	79,350	79,350	79,350	79,350	79,350	79,350	79,350	79,350	168,415	882,565	
Fundraising & Grants	29,167	29,167	59,167	59,167	59,167	59,167	81,415	81,415	81,415	81,415	81,415	81,415	81,415	783,488	
TOTAL REVENUE	29,167	167,666	357,575	523,978	356,803	354,774	476,019	422,310	530,940	480,268	440,417	508,681	5,012,720	384,122	
EXPENSES															
Certificated Salaries	72,789	206,198	206,198	206,198	206,198	206,198	206,198	206,198	206,198	206,198	206,198	206,198	2,340,968	-	
Classified Salaries	60,527	78,649	78,649	78,649	78,649	78,649	78,649	78,649	78,649	78,649	78,649	78,649	78,649	925,664	
Employee Benefits	53,893	62,832	68,716	62,832	61,851	61,851	69,697	62,832	62,832	57,258	57,258	57,258	739,108	-	
Books & Supplies	6,548	19,182	29,685	15,923	15,923	15,923	15,923	15,923	15,923	15,923	15,923	15,923	198,723	-	
Services & Other Operating Expenses	26,640	23,277	81,091	56,123	56,123	80,581	54,168	54,168	79,185	50,597	50,597	120,995	785,563	52,019	
Capital Outlay & Depreciation	167	167	167	167	167	167	167	167	167	167	167	167	2,000	(0)	
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL EXPENSES	220,563	390,304	464,505	419,892	418,911	443,369	424,801	417,936	442,953	408,791	408,791	479,189	4,992,025	52,019	
Operating Cash Inflow (Outflow)	(191,396)	(222,638)	(106,930)	104,086	(62,808)	(88,595)	51,218	4,373	87,987	51,476	31,626	29,492	20,694	332,103	
Revenues - Prior Year Accruals	213,776	87,048	44,631	31,540	3,242	-	-	-	-	-	-	-	6,320	-	
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Fixed Assets	167	167	167	167	167	167	167	167	167	167	167	167	167	-	
Expenses - Prior Year Accruals	(25,450)	(24,835)	-	-	-	-	-	-	-	-	-	-	-	-	
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Loans Payable (Current)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Loans Payable (Long Term)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Ending Cash	354,799	194,440	132,307	268,101	209,402	120,973	172,358	176,898	265,051	316,694	348,486	384,486			

**New School San Francisco
Monthly Cash Forecast
As of Apr FY2019**

	2022-23												Forecast	Remaining Balance
	Jul Forecast	Aug Forecast	Sep Forecast	Oct Forecast	Nov Forecast	Dec Forecast	Actuals & Forecast Jan Forecast	Actuals & Forecast Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast		
Beginning Cash	428,219	522,002	244,963	136,754	311,767	278,013	194,466	267,105	298,210	406,549	478,412	530,844		
REVENUE														
LCFF Entitlement	-	196,700	317,531	485,174	297,671	297,671	410,891	297,671	466,735	358,450	329,990	329,990	4,141,116	352,642
Federal Revenue	-	-	-	-	14,386	-	-	14,386	-	-	25,500	14,386	186,546	39,886
Other State Revenue	-	10,762	10,762	19,372	19,372	25,822	19,372	68,555	25,703	25,703	45,845	25,703	418,369	121,386
Other Local Revenue	-	-	106,884	106,884	106,884	106,884	106,884	106,884	106,884	106,884	106,884	106,884	226,661	1,888,617
Fundraising & Grants	8,333	8,333	38,333	38,333	38,333	38,333	61,204	61,204	61,204	61,204	61,204	61,204	537,226	-
TOTAL REVENUE	8,333	215,795	473,510	649,764	476,647	468,711	598,352	548,701	660,526	577,741	558,310	643,558	6,393,873	513,924
EXPENSES														
Continued Salaries	80,557	265,946	265,946	265,946	265,946	265,946	265,946	265,946	265,946	265,946	265,946	265,946	3,095,966	0
Classified Salaries	63,929	84,236	84,236	84,236	84,236	84,236	84,236	84,236	84,236	84,236	84,236	84,236	980,522	-
Employee Benefits	67,786	80,978	87,936	80,978	79,818	79,818	89,095	80,978	80,978	74,198	74,198	74,198	950,959	0
Books & Supplies	13,296	32,746	48,084	22,209	22,209	22,209	22,209	22,209	22,209	22,209	22,209	22,209	294,003	-
Services & Other Operating Expenses	35,046	29,739	100,710	66,237	66,237	100,049	64,227	64,227	98,819	59,289	58,289	151,363	948,946	53,715
Capital Outlay & Depreciation	167	167	167	167	167	167	167	167	167	167	167	167	2,000	(0)
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	260,779	493,812	587,079	519,772	518,612	552,425	525,879	517,762	552,354	506,045	506,045	598,188	6,192,395	53,715
Operating Cash Inflow (Outflow)	(252,446)	(278,016)	(113,568)	129,992	(41,865)	(83,714)	72,472	30,939	108,172	71,696	52,266	45,440	201,478	460,210
Revenues - Prior Year Accruals	373,255	27,213	5,192	44,855	8,044	-	-	-	-	-	-	-	404	-
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fixed Assets	167	167	167	167	167	167	167	167	167	167	167	167	167	-
Expenses - Prior Year Accruals	(27,193)	(26,403)	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Loans Payable (Current)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Loans Payable (Long Term)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Cash	522,002	244,963	136,754	311,767	278,013	194,466	267,105	298,210	406,549	478,412	530,844	576,855		

MULTI-YEAR BUDGET NARRATIVE

**The New School of San Francisco
Budget Assumptions for Charter Renewal**

The attached budget projection is based on conservative estimates of the actual revenues and expenses associated with The New School of San Francisco’s (NSSF) program as described in the charter renewal for the period of FY21 – FY25. Information used to create the projections are based on the school’s historical financial data, rates published by the state of California and federal government, and future estimates.

I. Revenues

Enrollment & Attendance Assumptions

Grade Level	2018-19	2019-20	2020-21 Year 1	2021-22 Year 2	2022-23 Year 3	2023-24 Year 4	2024-25 Year 5
K-3	191	192	192	192	192	192	192
4-6	44	96	156	156	156	156	156
7-8	0	0	0	60	120	120	120
9-12	0	0	0	0	0	0	0
Total	235	288	348	408	468	468	468

The average daily attendance is projected at 96.8% for all years. At full enrollment in FY23, the school is projected to have an ADA of 453.03.

Regarding the Unduplicated Pupil Count assumptions, in 2018-19, the school has 38 unduplicated students, of which 27 qualify for free-or-reduced-price lunch and 22 are English Language Learners. With the new lottery preference described in the charter renewal as well as targeted student recruiting strategies, NSSF will be gradually increasing its unduplicated percentage for each class to a minimum of 33%. Based on the new lottery preferences, the following table shows the school’s assumptions for FRL, ELL, and Unduplicated Student Counts each year.

	2018-19	2019-20	2020-21 Year 1	2021-22 Year 2	2022-23 Year 3	2023-24 Year 4	2024-25 Year 5
Enrollment	235	288	348	408	468	468	468
Unduplicated Count	38	48	84	119	153	171	177
FRL Student Count	27	34	67	99	130	148	154
ELL Student Count	22	27	33	39	45	45	45

Local Control Funding Formula

NSSF is using the Local Control Funding Formula to drive the general-purpose entitlements. Based on the Governor’s June 2018 budget signing, the LCFF implementation, which was originally scheduled to end in FY21, is expected to be complete in FY19. As a result, NSSF is budgeting to be funded according to its target funding calculation starting in FY19.

The New School of San Francisco Petition

The table below shows the schedule of NSSF’s LCFF target funding from FY19 through FY25 and the total general-purpose entitlement generated each year. The rates in this table are based on assumptions from FCMAT’s LCFF calculator V20.1b.

LCFF Assumptions	2018-19	2019-20	2020-21 Year 1	2021-22 Year 2	2022-23 Year 3	2023-24 Year 4	2024-25 Year 5
COLA (including one-time augmentation)	3.70%	3.26%	3.00%	2.80%	0.00%	0.00%	0.00%
Target LCFF for NSSF per ADA	8,437	8,572	8,772	9,072	9,141	9,208	9,255
Total LCFF Entitlement	1,916,196	2,389,759	2,954,870	3,582,790	4,141,116	4,171,485	4,192,775

To estimate the amount of LCFF funding coming from local In Lieu of Property Taxes, NSSF is using the rates provided by the SFUSD Accounting Department per Elaine Ou’s May 2019 communication regarding 19-20 Multi-Year Projections. The remaining money would come from the state through State Aid and Education Protection Account funds.

Special Education Revenue

NSSF operates as an independent Local Education Agency (LEA) member in the El Dorado County Charter SELPA. The school provides its students with special education services directly and receives both state and federal special education funding. Funding is budgeted at a rate of \$545 per ADA and \$125 per ADA respectively (rates projected by the El Dorado Charter SELPA). NSSF has \$72.6K budgeted for ERMHS reimbursement in all years (based on eligible reimbursements in FY19), but this funding will depend on the services being provided (and associated expenses), as these grants are made on a reimbursement basis in our SELPA. Future budgets and forecasts will be adjusted accordingly.

To account for costs associated with being an independent LEA for special education, NSSF is also projecting a 4% administrative fee on these revenues (based on the fee structure of the El Dorado County Charter SELPA).

Other Federal Revenue

Other federal funding revenues include Title Funding. NSSF has projected the receipt of Title I and Title II funds in FY21-FY25 in the amounts of \$378 per prior-year Free and Reduced Lunch count (FRL) for Title I and \$102 for Title II. These amounts fall in line with the recently published entitlements in FY19. NSSF is also projecting Title IV to continue at its current flat grant rate of \$10,000 per year.

Other State Revenue

State Lottery revenues for FY21 are set at a rate of \$204 per ADA based on School Services of California projections. This rate remains consistent for the subsequent four years of the budget projection with no COLA growth included.

Finally, Mandated Cost Reimbursements are projected at \$16 per prior year K-8 ADA over the five years with no COLA growth included. The projections also come from the most recent School Services of California projections. There are no one-time funds projected in any of the five years of the renewal budget.

Other Local Revenue

The school offers a fee-based After-School Program for which it collects local revenues. These revenues are set at \$727K for Subscription-Service programming in FY21. These amounts are based on historical revenues

The New School of San Francisco Petition

and increase in line with increases to current enrollment. The school also has Parcel Tax Prop A Revenue which accounts for \$89K in FY21. This also increases as enrollment increases.

Lastly, NSSF has budgeted conservatively for its Donations and Fundraising. In the past 4 years, NSSF leadership has raised over \$6M to support its program. Going forward, the school will continue to scale its operation and rely less on philanthropic funding. In FY21, philanthropy is projected at \$300K in parent donations, \$350K in private donations, and \$133K to support teacher salaries as a temporary replacement for San Francisco’s Proposition G local funding source. While parent fundraising is conservatively budgeted at \$300K each year, other private philanthropy decreases from \$350K in FY21 to a steady \$100K beginning in FY23.

Parent donations have continued to increase year-over-year as the community has grown and more community events are introduced (i.e. Lunar New Year dinner fundraiser, partnerships with Rainbow Grocery, Good Eggs, Sports Basement, etc.). Over the last three fiscal years, families have contributed the following to the school:

Year	2015-16	2016-17	2017-18	2018-19
School Size	81 Students	130 students	180 students	235 students
Total Parent Contributions	\$93,138	\$223,600	\$249,770	\$319,842

In addition to feeling confident in an annual parent fundraising target of \$300,000 annually, we also feel confident in our ability to raise private donations of \$350K in FY21 from foundations and local leaders. Over the past four years, private donations have totaled:

Year	2015-16	2016-17	2017-18	2018-19
Total Private Contributions	\$776,679	\$1,885,826	\$1,312,445	\$1,152,415

As part of our fundraising efforts, we have also secured private donations for the years ahead. Not inclusive of parent gifts, we have the following written commitments for FY20 - FY21:

Year	2019-20 FY20	2020-21 FY21
Committed Funds	\$884,166	\$160,833

II. Expenses

At a high level, expense assumptions are based on NSSF’s programmatic structure and historical data, and they have been increased for inflation in line with the state-projected COLA.

The New School of San Francisco Petition

Salaries and Benefits

NSSF offers health benefits for all full-time staff members. The maximum expected cost of health benefits per employee is conservatively estimated at \$9,702 per employee in 2020-21 and grows at 5% each year. The school participates in a 403b retirement plan and offers an employer-sponsored match. As such, budget has been included for an annual contribution for all certificated employees.

A summary of the school’s staffing is included in the table below:

Category	2018-19	2019-20	2020-21 Year 1	2021-22 Year 2	2022-23 Year 3	2023-24 Year 4	2024-25 Year 5
1100 – Certificated Teachers	24.77	29.00	32.50	37.00	41.50	41.50	41.50
1300 – Certificated Administrators	2.00	2.0	2.00	2.00	2.00	2.00	2.00
2300 – Classified Administrators	4.00	4.00	4.00	4.00	4.00	4.00	4.00
2400 – Classified Clerical	2.00	1.00	1.00	1.00	1.00	1.00	1.00
2905 – After School	6.01	6.41	7.44	7.84	8.24	8.24	8.24
2925 – Other Classified Childcare	0.30	0.30	0.30	0.30	0.30	0.30	0.30
2930 – Maint/grounds	1.00	1.00	1.00	1.00	1.00	1.00	1.00

Books & Supplies

NSSF is budgeting \$174K and \$199K for Books and Supplies in FY20 and FY21, or about \$605 and \$571 per student. Books & Supplies largely increases year-over-year through FY23 due to a rise in enrollment. In addition, most Books and Supplies categories also increase year-over-year through FY23 in line with COLA to support inflationary increases. A summary of the major expenses for FY21 is as follows:

- \$76 per student for Teacher Supplies
- \$44 per student in Classroom furniture
- \$84 per student for Computers
- \$183 per student for Student Food Services

Services and Operating Expenses

NSSF has budgeted its rent and utilities based upon assumptions provided by SFUSD. Rent of the school’s Prop 39 facility increases proportionally to increased enrollment. The rate also increases proportional to COLA.

General Liability Insurance is projected at \$107 per student in FY21 based on current agreements with CharterSafe. Rates increase with enrollment growth and COLA. Workers’ Compensation Insurance is budgeted at 1.50% of payroll.

NSSF will pay 1% of general-purpose revenues for oversight to the State Board of Education, its authorizer.

The New School of San Francisco Petition

NSSF plans to continue to use its back-office service provider, EdTec, to support financial and operational needs of the school. Services include accounts payable, accounts receivable, accounting, budgeting and finance, payroll, and student data management. The cost for these services is forecasted at 4% of public revenues.

Other significant service and operating expenses categories include:

- Special Education Contract Instructors, which includes instructional support contractors and specialty service providers, currently projected to increase with COLA.
- Professional Development, which includes development opportunities relating to curriculum, research and design strategies, and other miscellaneous trainings, currently projected to increase with enrollment as well as COLA.

Contingencies and Reserves

From FY19 through FY25, NSSF will add to its reserve, ending with a fund balance that is equivalent to 20% of expenses. All years will maintain a reserve above the State-required 5% of expenses.

Additionally, NSSF would like to continue to build its program and add additional opportunities that support its mission and students. If the state revenues increase above current projections, or if prospective grant money materializes, additional spending will be considered.

Cash Flow

The cash flow forecast assumes all State revenue is received the month after it is distributed. In Lieu of Property Tax revenue, disbursed via the District, is projected to be received according to Ed Code 47635. Both Special Advance Apportionments for growing schools have been included due to the increase in the grade levels served through FY23. Timing of all other revenue and expenses have been projected according to past receipt or expenditure trends.

A small number of expenses are projected to accrue based on historic trends in invoicing. Public revenue will be accrued based on amounts owed according to CDE certified exhibits, and philanthropy and grants will be accrued based on written commitments. Accrued revenue will be reflected in the cash forecast in the year it is expected, according to reasonable and historic assumptions regarding disbursement/collection.

WRITTEN COMMITMENTS

2019 – 2021 Written Commitments
Itemized List

	2019-20	2020-21
Ravi Paidapaty	\$10,000	
Arthur Rock	\$100,000	
Pooja & Vivek Shah	\$25,000	\$25,000
Angela Wong	\$10,000	
Choon Yap	\$10,000	
William K. Bowes Foundation	\$333,333	
Aaron Money	\$10,000	
Ann & Chad Wiley	\$2,500	2,500
Danny Karubian	\$100,000	
Swapnil Agarwal	\$33,333	\$33,333
Charter Schools Growth Fund	\$250,000	
TOTAL	\$884,166	\$160,833

The New School of San Francisco Petition

**WILLIAM K. BOWES, JR.
FOUNDATION**

October 3, 2017

Ms. Emily Bobel Kilduff
Co-founder
The New School of San Francisco
655 De Haro Street
San Francisco, CA 94107

Submission ID: WKB-2017-23696

Dear Ms. Bobel Kilduff:

On behalf of the Board of Directors of the William K. Bowes, Jr. Foundation, I am pleased to inform you that a grant in the amount of \$1,000,000 has been approved for The New School of San Francisco to support school growth and expansion, and will be paid over **three years**. Below is a table indicating the payment schedule and subsequent reports for your records.

NUMBER	SCHEDULED PAYMENT DATE	PAYMENT AMOUNT	REPORT DUE
1	December 2017	\$333,333	October 1, 2018
2	December 2018	\$333,333	October 1, 2019
3	December 2019	\$333,334	November 1, 2020

Should you have any questions regarding this grant, please don't hesitate to be in touch.

Sincerely,



Mary Gregory
Executive Director
William K. Bowes, Jr. Foundation



May 6, 2019

Dear Danny & Ashley,

Thank you for your family's generous support of \$200,000 over two years to support New School SF's expansion efforts. This letter serves to confirm the timing of your commitment and intended outcomes over the next two years.

Suggested disbursement timing for your grant:

- May, 2019: \$100,00
- December, 2019: \$100,00

We are grateful for your belief in our vision and commitment to help us make progress towards it. Your grant directly funds our ability to:

- Expand from 236 kindergarten through 4th grade students to 346 kindergarten through 6th grade students
- Secure authorization for our middle school to launch in 2020
- Increase socio-economic diversity to serve 30% of students who qualify for free or reduced-price lunch
- Develop as a laboratory for learning and share our curriculum and resources broadly with educators across the country and world
- Hire and retain incredible educators

We look forward to sharing our progress in the months and years ahead. Please do not hesitate to be in touch with any questions.

With gratitude,

A handwritten signature in black ink that reads 'Emily Bobel Kilduff'.

Emily Bobel Kilduff
Co-founder & Head of School
Emily@newschoolsf.org
(408) 202-2848

THE NEW SCHOOL OF SAN FRANCISCO
655 De Haro Street, San Francisco, CA 94107
Tax ID#: 47-1102256

The New School of San Francisco Petition

San Francisco Unified School District
Board of Education
555 Franklin Street
San Francisco, CA 94102

February 20, 2019

Dear San Francisco Unified School Board of Education Members and Staff,

The Silicon Schools Fund is a non-profit foundation based in Oakland, California that supports schools and educators across the Bay Area to improve educational opportunities for students. We work with many of the highest performing districts and charters to provide funding to support existing schools and new schools. We support a portfolio of more than fifty schools across the Bay Area that score in the top quartile of all schools in the state of California while serving a higher proportion of low-income students.

We have been extremely impressed by the vision and leadership of the New School of San Francisco team as well as the performance and culture of the elementary school they are operating. Given that, we are pleased to be able to provide financial support to help New School expand to serve 6th to 8th grades (pending approval). We will provide \$100,000 of future support to the New School of San Francisco once it has charter approval to serve 6th through 8th grades. This grant has been approved by our board. In addition, the New School will be eligible for up to an additional \$700,000 in grant funding.

This strong level of financial support is indication of our faith in the New School of San Francisco team, their track record of success, and our diligence in evaluating the school model and team.

If I can be of any help in providing additional information from our experience working with the New School of San Francisco team or any of our learning from our diligence process, please do not hesitate to be in touch.

Sincerely,

Brian Greenberg
Chief Executive Officer



May 6, 2019

Dear Pooja & Vivek,

Thank you for your family's generous support of \$75,000 over three years to support New School SF's expansion efforts. This letter serves to confirm the timing of your commitment and intended outcomes over the next three years.

Suggested disbursement timing for your grant:

- April, 2019: \$25,000 – *received, thank you!*
- April, 2020: \$25,000
- April, 2021: \$25,000

We are grateful for your belief in our vision and commitment to help us make progress towards it. Your grant is for general operating support and enables us to:

- Expand from 236 kindergarten through 4th grade students to 404 kindergarten through 7th grade students
- Secure authorization for our middle school to launch in 2020
- Increase socio-economic diversity to serve 30% of students who qualify for free or reduced-price lunch
- Develop as a laboratory for learning and share our curriculum and resources broadly with educators across the country and world
- Hire and retain incredible educators

Beyond your family's generous financial support, your leadership on our Board and as critical friends is deeply valued. Simply put, we wouldn't be where we are today without your family's partnership. Thank you for all you continue to do for our students, staff and families. We look forward to the next three years!

With gratitude,

A handwritten signature in black ink that reads 'Emily Bobel Kilduff'.

Emily Bobel Kilduff
Co-founder & Head of School
Emily@newschoolsf.org
(408) 202-2848

THE NEWSCHOOL OF SAN FRANCISCO
655 De Haro Street, San Francisco, CA 94107
Tax ID#: 47-1102256



May 6, 2019

Dear Swapnil,

Thank you for your family's generous support of \$100,000 over three years to support New School SF's expansion efforts. This letter serves to confirm the timing of your commitment and intended outcomes over the next three years.

Suggested disbursement timing for your grant:

- April, 2019: \$33,333 – *received, thank you!*
- April, 2020: \$33,333
- April, 2021: \$33,334

We are grateful for your belief in our vision and commitment to help us make progress towards it. Your grant directly funds our ability to:

- Expand from 236 kindergarten through 4th grade students to 404 kindergarten through 7th grade students
- Secure authorization for our middle school to launch in 2020
- Increase socio-economic diversity to serve 30% of students who qualify for free or reduced-price lunch
- Develop as a laboratory for learning and share our curriculum and resources broadly with educators across the country and world
- Hire and retain incredible educators

We look forward to sharing our progress in the months and years ahead. Please do not hesitate to be in touch with any questions.

With gratitude,

A handwritten signature in black ink that reads 'Emily Bobel Kilduff'.

Emily Bobel Kilduff
Co-founder & Head of School
Emily@newschoolsf.org
(408) 202-2848

THE NEW SCHOOL OF SAN FRANCISCO
655 De Haro Street, San Francisco, CA 94107
Tax ID#: 47-1102256

APPENDIX F: GOVERNANCE & STAFFING

BOARD MEMBER RÉSUMÉS

J A I M E A . D O M I N G U E Z

[REDACTED]
[REDACTED]
[REDACTED]

SUMMARY OF QUALIFICATIONS

- Head of School at a distinguished independent school for the past 13 years
- Vice President for Institutional Alignment for K-12 institution (1200+ students)
- Founding Board Member of progressive, inquiry-based K-12 charter school in San Francisco
- Three years as a Middle School Administrator
- 25 years as a certified math and science teacher
- Experience serving on several nonprofit boards in leadership capacities

WORK HISTORY

<i>2005-present</i>	Head of School Stuart Hall for Boys (K-8), San Francisco, CA
<i>2012- 2018</i>	Vice President for Institutional Alignment (K-12) Schools of the Sacred Heart (K-12), San Francisco, CA
<i>2002-2005</i>	Middle School Assistant Principal and Acting Principal American School in London, London, England
<i>1997-2002</i>	Grade 7 math/science teacher and Grade 7 Team Leader American School in London
<i>1995-1997</i>	Grade 7 math and science teacher Bailey Middle School, Austin, TX
<i>1995-1996</i>	High School science teacher Seguin ISD, Seguin, TX
<i>1993-1995</i>	Grade 7/8 science teacher Stitt Junior High School (IS 164) New York, NY

EDUCATION

- M.A. in Educational Administration, Michigan State University, East Lansing, MI (2002)
- B.A. (*Cum laude*) in Biology, Princeton University, Princeton, NJ (1993)
- Klingenstein Fellowship - Heads of School Program, Columbia University (2011)
- Texas State Teaching Certificate (Lifetime) - Secondary Composite Science and Secondary Mathematics
- New York State Certificate of Teaching (1995 -2000) - Biology and General Science
- *Teach For America* Teacher Preparation Program, Los Angeles and New York (1993-94)

BITA NAZARIAN

EDUCATIONAL REFORM & LEADERSHIP EXPERIENCE

Executive Director

2013-present

826 Valencia (San Francisco, CA)

- Manage the organization's budget and fundraising; doubled net assets during two expansions.
- Develop and implement the strategic plan in line with the mission statement.
- Hire, supervise, and evaluate 35 staff to optimize services for students and families.
- Establish effective metrics for evaluation and reporting.
- Establish partnerships with SFUSD and over 50 community based organizations.
- Galvanize a volunteer force of 1400 active volunteers in order to provide individualized support for over 8000 students.
- Spearhead expansion efforts, including strategy and capital campaign, securing over \$4.2M per campaign.
- Protect and steward strong branding through press, mailers, publications, and social media.
- Collaborate with board for effective governance.

Facilitator, Leadership Support Program

2013-2018

UC Berkeley Principal Leadership Institute (Berkeley, CA)

- Support new administrators in reflective leadership classes as they clear their administrative credentials.

Principal

2008-2013

James Lick Middle School, San Francisco Unified School District (San Francisco, CA)

- Manage the school site budget with in-put from stakeholders and the support of the School Site Council.
- Develop and implement the School's Site Plan, or Balanced Score Card, with in-put from stakeholders in an effort to address all students' diverse needs.
- Work with the leadership team to build capacity and lead professional development aligned with school-wide reform effort.
- Hire, supervise, and evaluate staff to optimize teaching and learning.
- Work with the Union Building Committee and leadership team to address contractual issues and develop school policies.
- Establish systems and procedures to support professional learning communities.
- Use data to drive instruction and improve student learning.
- Support School Site Council, PTSA, ELAC, and SAC in order to galvanize parent voice in decision-making and strengthen connections between school and home.
- Work with community based organizations to leverage resources and support goals stated in the Site Plan.
- Led reform efforts which resulted in 177 point API gain over 8 consecutive years, increased attendance rates for all subgroups, reduced suspension rates, and increased number of enrollment applications.

Assistant Principal

2005-2008

James Lick Middle School, San Francisco Unified School District (San Francisco, CA)

- Hire, supervise, and evaluate staff to optimize teaching and learning.
- Plan and lead professional development aligned with school-wide reform effort.
- Use data to drive instruction and improve student learning.
- Manage school-wide discipline, daily operations, building, and grounds for a safe school environment.
- Develop a master schedule that complies with state mandates and meets student needs.
- Build relationships with parents and community to boost student achievement.
- Work with community based organizations to leverage resources.

POOJA SHAIH**experience**

- 2016-Present **PLAYWORKS** **OAKLAND, CA**
Board Member, Corporate Secretary, Finance and Board Development Committee Member
 Provide mission-based leadership and strategic governance to \$50MM national non-profit organization focused on providing safe and healthy play in elementary schools.
 Specific responsibilities include approving the annual budget and ensuring sound financial decision-making, promoting the achievement of organizational goals aligned with the mission and strategic plan, recruiting other board members, and fundraising.
- 2016-Present **NEW SCHOOL OF SAN FRANCISCO** **SAN FRANCISCO, CA**
Board Member, Treasurer, Finance and Facilities Committee Member
 Provide mission-based leadership and strategic governance to \$4MM public charter school in 4th year of operations.
 Specific responsibilities include approving the annual budget, supporting cash flow management and ensuring sound financial decision-making, assisting with efforts to secure a long-term facility, recruiting other board members, and fundraising.
- 2012-2015 **PEER HEALTH EXCHANGE** **SAN FRANCISCO, CA**
Vice President of Strategy, Finance and Operations
 Led all aspects of strategic and organizational planning, board relations, and oversaw financial and operational management, including Finance, Accounting, IT, Facilities and Compliance.
 Served as one of six members of the executive leadership team responsible for the development and execution of the organization's strategic vision and four-year plan.
 Led the creation, testing and implementation of an earned revenue model resulting in over \$100K of annual revenue.
 Hired and supervised a staff of six employees, including a Managing Director of Finance & Administration, Director of Technology & Operations, and other Finance, Accounting, Technology and Facilities staff.
 Steered the annual organizational planning and budgeting process, driving the creation and achievement of org-wide goals aligned with overall strategic priorities and budget promoting long-term financial sustainability
 Directed the board finance, audit, strategic planning and governance committees to revise PHE's bylaws and compliance policies, pursue earned revenue pilots, select a new audit firm, and approve the annual budget.
- 2010-2012 **READING PARTNERS** **OAKLAND, CA**
Chief Financial Officer (2011-2012), Director of Business Operations (2010-2011)
 Oversaw the organization's business operations, including Finance, Accounting, Human Resources, IT and Facilities.
 Integral in the organization's growth from a \$2MM annual budget in two states to a \$10MM+ budget in seven states.
 Hired and supervised a staff of 10 employees, including a Controller, HR Manager, Ops Manager.
 Directed annual audit process, including the successful completion of Reading Partners' first A-133 single audit.
- 2007-2008 **PLAYWORKS** **OAKLAND, CA**
Site Coordinator, ASCEND School
 Managed the low-income school's Physical Education program to promote physical activity and healthy cooperation among students ranging from kindergarten to eighth grade.
 Conceptualized and implemented daily physical exercise curricula and after-school program for 600+ students.
 Organized tournaments to build a positive student community by promoting healthy competition and teamwork.
- 2005-2007 **CISCO SYSTEMS** **SAN JOSE, CA**
Associate, Corporate Business Development
 Performed all aspects of the acquisition and equity investment execution process, including opportunity evaluation, term sheet review, due diligence, cash flow/financial analyses, and post-close integration.
 Interviewed executive management at private and public target companies to assess investment viability.
 Evaluated 10+ acquisition and investment candidates, ultimately completing a \$830MM acquisition of IronPort Systems and \$7MM equity investment in SecurView.
- 2003-2005 **LEHMAN BROTHERS** **MENLO PARK, CA**
Investment Banking Analyst, Global Technology Group
 Advised clients on potential mergers and acquisitions and equity offerings in support of corporate finance goals. Ranked highest in analyst class and received offer for third-year analyst position.
 Conducted financial analyses, including comparable company, precedent transactions and discounted cash flow.
 Interacted directly with executives at technology companies to discuss presentations and financial models.

The New School of San Francisco Petition

Farouk Ladha

Experiences:

Managing Partner

Company Name: Four Rivers Group
Dates Employed: Jan 2007 – Present
Employment Duration: 12 yrs, 6 mos
Location: San Francisco Bay Area

Founded Four Rivers Group in 2007, serve as Managing Partner. The firm invests in high-growth, market-leading technology companies globally.

Board Member

Company Name: The New School of San Francisco
Dates Employed: Jan 2017
Employment Duration: less than a year
Location: San Francisco Bay Area

Member of the Board of Directors of inquiry-based charter school bringing world-class education to K-8 students within San Francisco.

Investor

Company Name: Clutter
Dates Employed: Sep 2016 – 2017
Employment Duration: 1 yr
Location: Greater Los Angeles Area

Invested in Series B and C rounds of financing in Clutter.

Investor

Company Name: Instart Logic
Dates Employed: Mar 2015 – 2017
Employment Duration: 2 yrs
Location: San Francisco Bay Area

Led Instart's B-2 financing.

Investor

Company Name: ThousandEyes
Dates Employed: Feb 2015 – 2017
Employment Duration: 2 yrs
Location: San Francisco Bay Area

Investor

Company Name: Namely
Dates Employed: 2015 – 2017
Employment Duration: 2 yrs
Location: Greater New York City Area

Invested in Series C and Series D rounds at Namely.

The New School of San Francisco Petition

Investor

Company Name: New Relic, Inc.
Dates Employed: 2011 – 2017
Employment Duration: 6 yrs

Invested in Series D round of financing. Company went public in 2014.

Investor

Company Name: Carbonite
Dates Employed: Jan 2008 – 2017
Employment Duration: 9 yrs
Location: Greater Boston Area

Led Series B round of financing, and was an observer on the Board of Directors. Company went public in 2011.

Investor

Company Name: Assurex Health
Dates Employed: 2012 – 2014
Employment Duration: 2 yrs

Investor

Company Name: FireEye, Inc.
Dates Employed: 2010 – 2014
Employment Duration: 4 yrs
Location: San Francisco Bay Area

Led Series B and E rounds and observed on Board of Directors. The company went public in 2013.

The New School of San Francisco Petition

DANIEL W. KARUBIAN

experience

2005 – Present **FRONT LINE MANAGEMENT COMPANY** **LOS ANGELES, CA**

Corporate Development Executive

Leadership role on strategic projects for the world's largest music management company. Front Line manages the careers of over 20 artists, including the Eagles, Jimmy Buffett, Christina Aguilera, and Aerosmith, and also operates ancillary music-related businesses. Front Line is a Thomas H. Lee Partners portfolio company.

- Start corporate sponsorship and promotion venture that will broker licensing and endorsement deals between corporations and musical talent. Formulate and execute detailed business plan, perform industry diligence, establish company infrastructure, hire personnel, and market services to potential corporate sponsors. The venture is expected to generate approximately \$10 million of revenue in its first year of operation.
- Work closely with CEO and CFO to evaluate new business opportunities and potential acquisitions.

2003 – 2005 **THOMAS H. LEE PARTNERS, L.P.** **BOSTON, MA**

Private Equity Analyst

One of 26 investment professionals that managed over \$12 billion of capital. Evaluated and structured private equity investments, including leveraged buyouts and growth equity transactions.

- Performed industry, company, and financial due diligence. Analyzed industry attractiveness, competitive landscape, and customer dynamics. Measured company financial performance by business unit, customer, product line, and distribution channel. Constructed financial models to evaluate investment returns.
- Facilitated transaction execution. Managed teams of advisors including accountants, consultants, lawyers, and investment bankers. Evaluated financing proposals and negotiated closing documentation.
- Board-level participation in four portfolio companies. Developed strategic business plans and monitored monthly operating performance. Evaluated add-on acquisitions, divestitures, financings, and exit opportunities.
- Selected completed transactions: (i) \$1 billion leveraged buyout of Simmons Bedding Company; (ii) \$200 million roll-up of music management firms; (iii) \$4 billion acquisition of Spanish cable operator.
- Received highest performance review for both my first and second years.

2001 – 2003 **MORGAN STANLEY & CO.** **NEW YORK, NY**

Investment Banking Analyst, Financial Sponsors Group

Provide advisory services and acquisition financing to private equity firms and corporate clients.

- Performed financial analysis and due diligence for a wide variety of transactions including leveraged buyouts, mergers and acquisitions, and equity and debt offerings.
- Selected completed transactions: (i) \$2 billion leveraged buyout of Houghton Mifflin; (ii) \$500 million joint venture between Flight Options and Raytheon Travel Air.
- Representative to Analyst Council, Head of Analyst Social Committee, member of Cal Berkeley recruiting team.
- Received highest performance review (top 10% of worldwide analyst class) for both my first and second years.

1999-2001 **UNIVERSITY OF CALIFORNIA, BERKELEY ATHLETIC DEPARTMENT** **BERKELEY, CA**

Tutor

Provided instruction in business, economics, and statistics courses offered through the university.

- Taught weekly classes of 5-15 student athletes and provided one-on-one assistance as needed.

education

1997 – 2001 **UNIVERSITY OF CALIFORNIA, BERKELEY** **BERKELEY, CA**

B.S. Business Administration from Haas School of Business Undergraduate Program.

Graduated with Honors (top 10% of class); 3.7 cumulative GPA, 3.8 major GPA.

Activities: California Investment Club, Executive Committee Member Golden Key Society National Society of Collegiate Scholars 4-year captain of 2-time intramural league champion basketball team

2004 **GMAT:** 750 total score, 99th percentile.

- personal**
- Co-founder of A Place Called Home Leadership Council.
 - Enjoy basketball, golf, travel, music, movies, and reading.

RAVI KRISHNA PAIDIPATY

PROFESSIONAL EXPERIENCE

CITADEL, San Francisco, CA

January 2018 – Present

Portfolio Manager

- Manage a team of seven investment professionals covering the Consumer, Technology, Media and Telecommunications sectors
- Generate beta neutral, factor tight portfolio leveraging extensive coverage expertise and risk management frameworks and tools

FARALLON CAPITAL MANAGEMENT, San Francisco, CA

August 2008 – January 2018

Managing Member

- Senior member of long / short equities group, which manages approximately four billion of equity capital and has generated a gross annual return of 15% since 2010 while maintaining 50% net exposure (approximately 800bps of annual alpha generation)
- Serve on the Investment Committee for the long / short group to evaluate new ideas, monitor existing positions, manage portfolio construction and risk and mentor junior analysts
- Generate long and short equity investments predominantly within consumer / retail and industrials verticals with experience in payments, TMT, agriculture, building products and energy
- Manage investment professional recruiting for all San Francisco based strategies
- Serve on firm's Big Data advisory committee with extensive experience working with debit and credit card data along with other consumer data sets

THE BAUPOST GROUP, Boston, MA

2007

Summer Intern

- Member of firm's international equities group and received offer for full-time employment

THOMAS H. LEE PARTNERS, Boston, MA

2004 – 2006

Associate

- Representative responsibilities included managing both internal and external due diligence efforts, including coordination of industry, business, accounting and legal diligence; development of detailed financial models; negotiation and execution of financing; and negotiation of final contracts
- Received offer to return as Vice President upon graduation from business school

MORGAN STANLEY INC., New York, NY

2002 – 2004

Analyst in Investment Banking Division

- Ranked in top tier of analyst class (approximately top 10%)

EDUCATION

HARVARD BUSINESS SCHOOL, Cambridge, MA

2006 – 2008

Masters in Business Administration. GMAT: 760

- Activities: Alpha Hedge Fund, Private Equity Club, Section Social Chair, Media Club

YALE UNIVERSITY, New Haven, CT

1998 – 2002

B.A., Ethics, Politics and Economics with Distinction in the Major. GPA: 3.6

- Activities: Yale Class Government (Secretary of Class of 2002), Beta Theta Pi Fraternity (President), Yale Entrepreneurial Society (Alumni Relations Coordinator), Book and Snake Senior Society

INTERESTS

Investing, reading, urban education reform, golf, running, cooking, Detroit sports

Patience Yi

SUMMARY

Dynamic ex technology executive and seasoned entrepreneur with experience in start-up, high growth technology companies as well as large fortune 500. Skills range from developing and executing strategic business plans to leading mid-size teams and developing strong leaders. In addition to the experience in tech, also experienced in community organizing and connecting the worlds of arts and technology.

PROFESSIONAL EXPERIENCE

CODE AND CANVAS, San Francisco, CA

2017 - PRESENT

Executive Director

Program Management, Building Operations, Community Development

- Manage a 20k square foot artist co-creative space that includes event space, gallery and common areas that provide space to 65 creatives.
- Took the organization from losing \$9k a month to break-even within 6 months
- Developed three external programs including Artists in Residence, Art Services, Healing Arts and Creative Coding Education programs.
- Working to gain site control of the building Code and Canvas is in which would provide 85k square feet of space to expand the arts and culture work we're doing to reach even more people.
- Host community events on a regular basis that have served over 12,000 people in the time Code and Canvas has been in existence.
- Work to be a bridge to connect the worlds of art, science and technology

HOOTSUITE, San Francisco, CA

2015 - 2017

Vice President, Platform and Strategic Alliances

Partnerships, Developer Ecosystems and Product

- Led two teams focused on API partnerships including those with social networks of which Hootsuite developed on their APIs and the platform team that managed developers that built into the Hootsuite APIs.
- Managed a team of 10 people spanning the two divisions
- Responsible for developing the vision, mission and strategy for both teams
- Repaired and grew relationship with the global social network partners which enabled Hootsuite to get first access to all new programs and APIs, even a shout out by Sheryl Sandberg of Facebook.
- Managed a developer ecosystem of almost 200 applications and assisted in creating a product roadmap that would enable developers to build solutions that saved Hootsuite years of time to bring similar functionality to its customers.

KENSHOO, San Francisco, CA

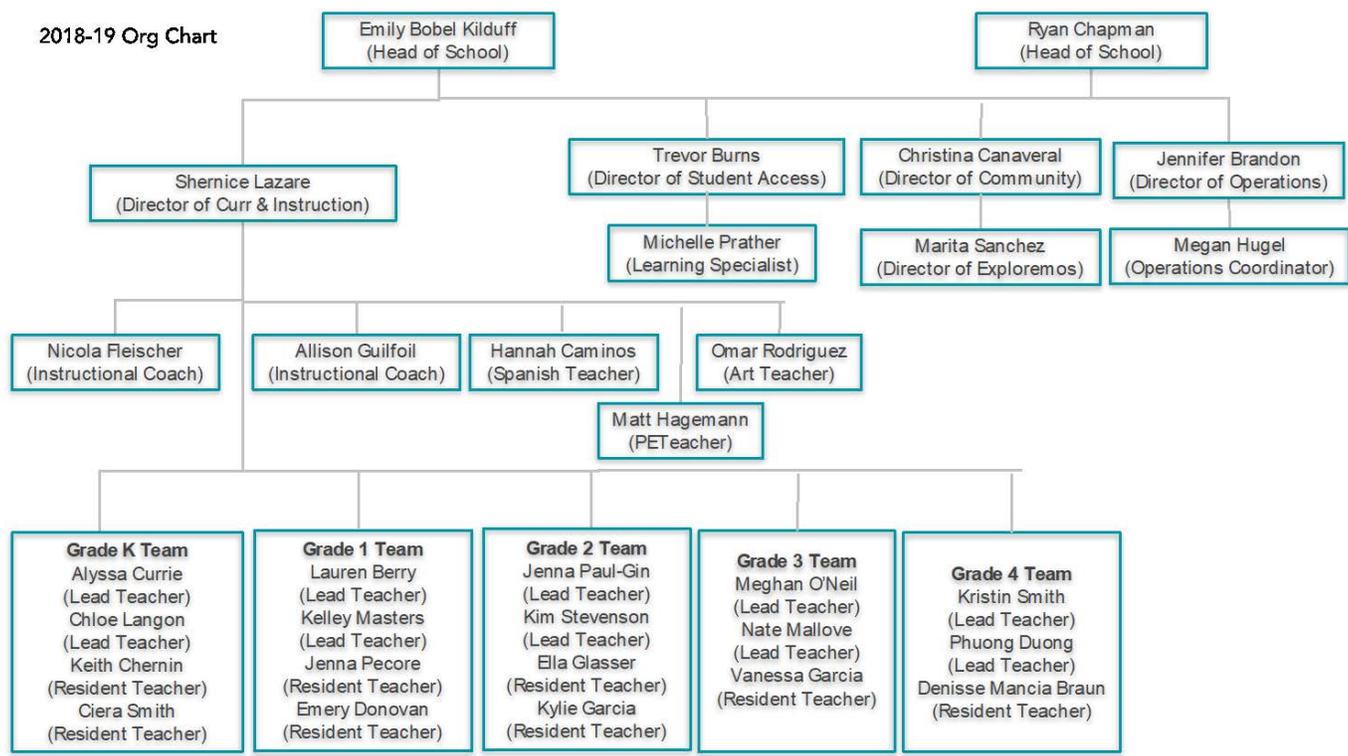
2012 - 2015

Senior Director, Global Business Development

BD Strategy Design, Partnership Development, Global

The New School of San Francisco Petition

ORGANIZATIONAL CHART



ARTICLES OF INCORPORATION

3683508

FILED
Secretary of State
State of California

JUN 11 2014

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Case
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ARTICLES OF INCORPORATION
OF
NSSF

I.

The name of the Corporation shall be NSSF.

II.

The Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes. The specific purposes for which this Corporation is organized are to manage, operate, guide, direct and promote one or more California public charter schools.

The Corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law. Notwithstanding any other provision of these articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

III.

The name and address in the State of California of this Corporation's initial agent for service of process is:

Ryan Chapman
2277 Clay St.
San Francisco, CA 94115

IV.

All corporate property is irrevocably dedicated to the purposes set forth in the second article above. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to any of its directors, members, trustees, officers or other private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered, and to make payments and distributions in furtherance of the purposes set forth in Article II.

No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

3683508

Subject to the provisions of the nonprofit public benefit provisions of the Nonprofit Corporation Law of the State of California, and any limitations in the articles or bylaws relating to action to be approved by the members or by a majority of all members, if any, the activities and affairs of this Corporation shall be conducted and all the powers shall be exercised by or under the direction of the board of directors.

The number of directors shall be as provided for in the bylaws. The bylaws shall prescribe the qualifications, mode of election, and term of office of directors.

V.

The authorized number and qualifications of members of the corporation, if any, the different classes of membership, the property, voting and other rights and privileges of members, and their liability for dues and assessments and the method of collection thereof, shall be set forth in the bylaws.

VI.

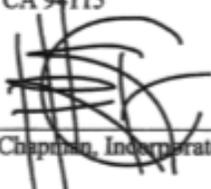
Upon the dissolution or winding up of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation, shall be distributed to a nonprofit fund, foundation, corporation or association which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine which are organized and operated exclusively for such purposes.

VII.

The initial street address and initial mailing address of the Corporation is:

2277 Clay St.
San Francisco, CA 94115

Dated: June 10, 2014



Ryan Chapman, Incorporator



I hereby certify that the foregoing transcript of 2 page(s) is a full, true and correct copy of the original record in the custody of the California Secretary of State's office.

JUN 1 2 2014

Date: _____ *CMK*

Debra Bowen
DEBRA BOWEN, Secretary of State

BYLAWS

**BYLAWS
OF
NSSF**

(A California Nonprofit Public Benefit Corporation)

**ARTICLE I
NAME**

Section 1. **NAME.** The name of this Corporation is NSSF.

**ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION**

Section 1. **PRINCIPAL OFFICE OF THE CORPORATION.** The principal office for the transaction of the activities and affairs of the Corporation is 2277 Clay St., San Francisco, 94115, State of California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. **OTHER OFFICES OF THE CORPORATION.** The Board of Directors may at any time establish branch or subordinate offices at any place or places where the Corporation is qualified to conduct its activities.

**ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS**

Section 1. **GENERAL AND SPECIFIC PURPOSES.** The purpose of the Corporation is to manage, operate, guide, direct and promote The New School of San Francisco ("Charter School"), a California public charter school. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

**ARTICLE IV
CONSTRUCTION AND DEFINITIONS**

Section 1. **CONSTRUCTION AND DEFINITIONS.** Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit

Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term “person” includes both a legal entity and a natural person.

ARTICLE V DEDICATION OF ASSETS

Section 1. **DEDICATION OF ASSETS.** The Corporation’s assets are irrevocably dedicated to public benefit purposes as set forth in the Charter School’s Charter. No part of the net earnings, properties, or assets of the Corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the Corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the Corporation shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

ARTICLE VI CORPORATIONS WITHOUT MEMBERS

Section 1. **CORPORATIONS WITHOUT MEMBERS.** The Corporation shall have no voting members within the meaning of the Nonprofit Corporation Law. The Corporation’s Board of Directors may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board of Directors finds appropriate.

ARTICLE VII BOARD OF DIRECTORS

Section 1. **GENERAL POWERS.** Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the Corporation’s activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors (“Board”).

Section 2. **SPECIFIC POWERS.** Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

- a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.
- b. Change the principal office or the principal business office in California from one location to another; cause the Corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California.

- c. Borrow money and incur indebtedness on the Corporation's behalf and cause to be executed and delivered for the Corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
- d. Adopt and use a corporate seal.

Section 3. DESIGNATED DIRECTORS AND TERMS. The number of directors shall be no less than 3 and no more than 15, unless changed by amendments to these bylaws. All directors shall have full voting rights, including any representative appointed by the charter authorizer as consistent with Education Code Section 47604(b). If the charter authorizer appoints a representative to serve on the Board of Directors, the Corporation may appoint an additional director to ensure an odd number of Board members. All directors shall be designated by the existing Board of Directors.

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).

Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No persons serving on the Board of Directors may be interested persons. An interested person is (a) any person compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. The Board may adopt other policies circumscribing potential conflicts of interest.

Section 5. DIRECTORS' TERM. Each director shall hold office for 3 years and until a successor director has been designated and qualified.

Section 6. NOMINATIONS BY COMMITTEE. The Chairman of the Board of Directors or, if none, the President will appoint a committee to designate qualified candidates for election to the Board of Directors at least thirty (30) days before the date of any election of directors. The nominating committee shall make its report at least seven (7) days before the date of the election or at such other time as the Board of Directors may set and the Secretary shall forward to each Board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee.

Section 7. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. If more people have been nominated for director than can be elected, no corporation funds may be expended to support a nominee without the Board's authorization.

Section 8. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a

director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; or (c) the increase of the authorized number of directors.

Section 9. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chairman of the Board, if any, or to the President, or the Secretary, or to the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 10. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the Corporation would be left without a duly elected director or directors.

Section 11. REMOVAL OF DIRECTORS. Any director may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given in compliance with the provisions of the Ralph M. Brown Act. (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). Any vacancy caused by the removal of a director shall be filled as provided in Section 12.

Section 12. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the affirmative vote of a majority of the directors then in office at a regular or special meeting of the Board, or (b) a sole remaining director.

Section 13. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 14. NON-LIABILITY OF DIRECTORS. No director shall be personally liable for the debts, liabilities, or other obligations of the Corporation.

Section 15. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

ARTICLE VIII BOARD MEETINGS PRIOR TO CHARTER APPROVAL

Section 1. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the corporation. The Board of Directors may designate that a meeting be held at any place within California that has been designated by resolution of the

Board of Directors or in the notice of the meeting.

Section 2. MEETINGS BY TELEPHONE OR OTHER TELECOMMUNICATIONS EQUIPMENT. Any Board of Directors meeting may be held by conference telephone, video screen communication, or other communications equipment. Participation in a meeting under this Section shall constitute presence in person at the meeting if all of the following apply:

- (a) Each member participating in the meeting can communicate concurrently with all other members.
- (b) Each member is provided the means of participating in all matters before the Board, including the capacity to propose, or to interpose an objection to, a specific action to be taken by the corporation.
- (c) The Board of Directors has adopted and implemented a means of verifying both of the following:
 - (1) A person communicating by telephone, video screen, or other communications equipment is a director entitled to participate in the Board of Directors meeting.
 - (2) All statements, questions, actions or votes were made by that director and not by another person not permitted to participate as a director.

Section 3. ANNUAL AND REGULAR MEETINGS. Regular meetings of the Board of Directors shall be held on the first Tuesday of each month at 4 p.m., unless the first Tuesday of the month should fall on a legal holiday in which event the regular meeting shall be held at the same hour and place on the next business day following the legal holiday. The Board of Directors shall hold an annual meeting, regular, special, and emergency meetings for purposes of organization, election of officers, and transaction of other business. Notice of this meeting is not required if conducted pursuant to these bylaws.

Section 4. AUTHORITY TO CALL SPECIAL MEETINGS. Special and emergency meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board, if any, the President or any Vice-President, the Secretary, or any two Directors but may only be conducted if two-thirds of the Board of Directors vote that a situation warranting a special or emergency meeting exists.

Section 5. NOTICE OF MEETINGS. Regular meetings of the Board may be held without notice if conducted pursuant to these Bylaws. Special meetings of the Board shall be held upon four (4) days written notice by first-class mail or forty-eight (48) hours notice delivered personally or by telephone, facsimile, or telegraph. If sent by mail or telegraph, the notice shall be deemed to be delivered on its deposit in the mails or on its delivery to the telegraph company. Such notices shall be addressed to each director at his or her address as shown on the books of the Corporation. Notice of time and place of holding an adjourned meeting need not be given to absent directors if the time and place of the adjourned meeting are fixed at the meeting adjourned and if such adjourned meeting is held no more than twenty-four

(24) hours from the time of the original meeting. Notice shall be given of any adjourned regular or special meeting to directors absent from the original meeting if the adjourned meeting is held more than twenty-four (24) hours from the time of the original meeting.

The notice shall state the time of the meeting and the place, if the place is other than the corporation's principal office and the business to be transacted at the meeting.

Section 6. **WAIVER OF NOTICE AND CONSENT TO HOLD MEETINGS.** The transactions of any meeting of the Board, however called and noticed or wherever held, are as valid as though the meeting had been duly held after proper call and notice, provided a quorum, as hereinafter defined, is present and provided that either before or after the meeting each director not present signs a waiver of notice, a consent to holding the meeting, or an approval of the minutes thereof. All such waivers, consents, or approvals shall be filed with corporate records or made a part of the minutes of the meeting.

Section 7. **ACTION WITHOUT MEETING.** Any action that the Board is required or permitted to take may be taken without a meeting if all Board members consent in writing to the action; provided, however, that the consent of any director who has a material financial interest in a transaction to which the Corporation is a party and who is an "interested director" as defined in Corporations Code section 5233 shall not be required for approval of that transaction. Such action by written consent shall have the same force and effect as any other validly approved action of the Board. All such consents shall be filed with the minutes of the proceedings of the Board.

Section 8. **QUORUM.** A majority of the directors then in office shall constitute a quorum for the transaction of any business except adjournment. Every action taken or decision made by a majority of the directors present at a duly held meeting at which a quorum is present shall be an act of the Board, subject to the more stringent provisions of the California Nonprofit Public Benefit Corporation Law, including, without limitation, those provisions relating to (a) approval of contracts or transactions in which a director has a direct or indirect material financial interest, (b) approval of certain transactions between corporations having common directorships, (c) creation of and appointments to committees of the Board, and (d) indemnification of directors.

Section 9. **ADJOURNMENT.** A majority of the directors present, whether or not a quorum is present, may adjourn any meeting to another time and place.

Section 10. **COMPENSATION AND REIMBURSEMENT.** Directors shall serve without compensation except that directors may receive such reimbursement of expenses, as the Board of Directors may establish by resolution to be just and reasonable as to the corporation at the time that the resolution is adopted. In addition, they shall be allowed reasonable advancement or reimbursement of expenses incurred in the performance of their regular duties as specified in Section 2 of this Article. Directors may not be compensated for rendering services to the Corporation in any capacity other than director unless such compensation is reasonable and is allowable under the provisions of Section 4 of this Article.

Section 11. **CREATION OF POWERS OF COMMITTEES.** The Board, by

resolution adopted by a majority of the directors then in office, may create one or more committees, each consisting of two or more directors and no one who is not a director, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the authorized number of directors. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors resolution, except that no committee may:

- (a) Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all members;
- (b) Fill vacancies on the Board of Directors or any committee of the Board;
- (c) Fix compensation of the directors for serving on the Board of Directors or on any committee;
- (d) Amend or repeal bylaws or adopt new bylaws;
- (e) Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or repealable;
- (f) Create any other committees of the Board of Directors or appoint the members of committees of the Board;
- (g) Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected;
- (h) Approve any contract or transaction to which the corporation is a party and in which one or more of its directors has a material financial interest, except as special approval is provided for in Corporations Code section 5233(d)(3).

Section 12. **MEETINGS AND ACTION OF COMMITTEES.** Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings and other Board of Directors' actions, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

ARTICLE IX BOARD MEETINGS AFTER CHARTER APPROVAL

Section 1. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the Corporation. The Board of Directors may also designate that a meeting be held at any place within the granting agency's boundaries designated in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 2. MEETINGS; ANNUAL MEETINGS. All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act ("Brown Act"). (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). The Board of Directors shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as noticed by the Board of Directors in accordance with the Brown Act.

Section 3. REGULAR MEETINGS. Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 4. SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board of Directors, if there is such an officer, or a majority of the Board of Directors. If a Chairman of the Board has not been elected then the President is authorized to call a special meeting in place of the Chairman of the Board. The party calling a special meeting shall determine the place, date, and time thereof.

Section 5. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to the public through the posting of an agenda. Directors shall also receive at least twenty-four (24) hours notice of the special meeting, in the manner:

- a. Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.
- b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

- c. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 6. QUORUM. A majority of the directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote of the directors in attendance, based upon the presence of a quorum. Should there be less than a majority of the directors present at any meeting, the meeting shall be adjourned. The directors present at a duly called and held meeting at which a quorum is initially present may continue to do business notwithstanding the loss of a quorum at the meeting due to a withdrawal of directors from the meeting, provided that any action thereafter taken must be approved by at least a majority of the required quorum for such meeting or such greater percentage as may be required by law, the Articles of Incorporation or these Bylaws. Directors may not vote by proxy. The vote or abstention of each board member present for each action taken shall be publicly reported.

Section 7. TELECONFERENCE MEETINGS. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the school district in which the Charter School operates;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;¹
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
- f. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.²

¹ This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

² The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

Section 8. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. Notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

Section 9. COMPENSATION AND REIMBURSEMENT. Directors may not receive compensation for their services as directors or officers, only such reimbursement of expenses as the Board of Directors may establish by resolution to be just and reasonable as to the Corporation at the time that the resolution is adopted.

Section 10. CREATION AND POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees of the Board, each consisting of two or more directors and no one who is not a director, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the directors then in office. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

- a. Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all members;
- b. Fill vacancies on the Board of Directors or any committee of the Board;
- c. Fix compensation of the directors for serving on the Board of Directors or on any committee;
- d. Amend or repeal bylaws or adopt new bylaws;
- e. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal;
- f. Create any other committees of the Board of Directors or appoint the members of committees of the Board;
- g. Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected; or
- h. Approve any contract or transaction to which the Corporation is a party and in which one or more of its directors has a material financial interest.

The Board may also create one or more advisory committees composed of directors and non-directors. It is the intent of the Board to encourage the participation and involvement of faculty, staff, parents, students and administrators through attending and participating in open

committee meetings. The Board may establish, by resolution adopted by a majority of the directors then in office, advisory committees to serve at the pleasure of the Board.

Section 11. **MEETINGS AND ACTION OF COMMITTEES.** Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

ARTICLE X OFFICERS OF THE CORPORATION

Section 1. **OFFICES HELD.** The officers of the Corporation shall be a President, a Secretary, and a Chief Financial Officer. The Corporation, at the Board's direction, may also have a Chairman of the Board and a Vice-Chair. The officers, in addition to the corporate duties set forth in this Article VIII, shall also have administrative duties as set forth in any applicable contract for employment or job specification.

Section 2. **DUPLICATION OF OFFICE HOLDERS.** Any number of offices may be held by the same person, except that neither the Secretary nor the Chief Financial Officer may serve concurrently as either the President or the Chairman of the Board.

Section 3. **ELECTION OF OFFICERS.** The officers of the Corporation shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.

Section 4. **REMOVAL OF OFFICERS.** Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause.

Section 5. **RESIGNATION OF OFFICERS.** Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the Corporation under any contract to which the officer is a party.

Section 6. **VACANCIES IN OFFICE.** A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 7. **CHAIRMAN OF THE BOARD.** If a Chairman of the Board of Directors is elected, he or she shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If a Chairman of the Board of Directors is elected, there shall also be a Vice-Chairman of the Board of Directors. In the absence of the Chairman, the Vice-Chairman shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 8. **PRESIDENT.** The President shall be the general manager of the Corporation and shall supervise, direct, and control the Corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The President shall have such other powers and duties as the Board of Directors or the bylaws may require. If there is no Chairman of the Board, the President shall also preside at the Board of Directors' meetings.

Section 9. **SECRETARY.** The Secretary shall keep or cause to be kept, at the Corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; the names of the directors present at Board of Directors and committee meetings; and the vote or abstention of each board member present for each action taken.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 10. **CHIEF FINANCIAL OFFICER.** The Chief Financial Officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the Corporation's properties and transactions. The Chief Financial Officer shall send or cause to be given to directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

The Chief Financial Officer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as the Board of Directors may designate; (b) disburse the corporation's funds as the Board of Directors may order; (c) render to the President, Chairman of the Board, if any, and the Board, when requested, an account of all transactions as Chief Financial Officer and of the financial condition of the Corporation; and (d) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

If required by the Board, the Chief Financial Officer shall give the Corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the Corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Chief Financial Officer on his or her death, resignation, retirement, or removal from office.

**ARTICLE XI
CONTRACTS WITH DIRECTORS**

Section 1. **CONTRACTS WITH DIRECTORS.** The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor any other corporation, firm, association, or other entity in which one or more of the Corporation's directors are directors and have a material financial interest).

**ARTICLE XII
CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES**

Section 1. **CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES.** The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the NSSF Conflict of Interest Policy have been fulfilled.

**ARTICLE XIII
LOANS TO DIRECTORS AND OFFICERS**

Section 1. **LOANS TO DIRECTORS AND OFFICERS.** The Corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however, that the Corporation may advance money to a director or officer of the Corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the Corporation.

**ARTICLE XIV
INDEMNIFICATION**

Section 1. **INDEMNIFICATION.** To the fullest extent permitted by law, the Corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the Corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide

under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

ARTICLE XV INSURANCE

Section 1. **INSURANCE.** The Corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any director, officer, employee, or agent in such capacity or arising from the director's, officer's, employee's, or agent's status as such.

ARTICLE XVI MAINTENANCE OF CORPORATE RECORDS

Section 1. **MAINTENANCE OF CORPORATE RECORDS.** The Corporation shall keep:

- a. Adequate and correct books and records of account;
- b. Written minutes of the proceedings of the Board and committees of the Board; and
- c. Such reports and records as required by law.

ARTICLE XVII INSPECTION RIGHTS

Section 1. **DIRECTORS' RIGHT TO INSPECT.** Every director shall have the right at any reasonable time to inspect the Corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2. **ACCOUNTING RECORDS AND MINUTES.** On written demand on the Corporation, any director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the director's interest as a director. Any such inspection and copying may be made in person or by the director's agent or attorney. This right of inspection extends to the records of any subsidiary of the Corporation.

Section 3. **MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS.** The Corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours.

ARTICLE XVIII

REQUIRED REPORTS

Section 1. ANNUAL REPORTS. The Board of Directors shall cause an annual report to be sent to itself (the members of the Board of Directors) within 120 days after the end of the Corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- a. The assets and liabilities, including the trust funds, or the Corporation as of the end of the fiscal year;
- b. The principal changes in assets and liabilities, including trust funds;
- c. The Corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- d. The Corporation's expenses or disbursement for both general and restricted purposes;
- e. Any information required under these bylaws; and
- f. An independent accountant's report or, if none, the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the Corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report to all directors, or as a separate document if no annual report is issued, the Corporation shall, within 120 days after the end of the Corporation's fiscal year, annually prepare and mail or deliver to each director and furnish to each director a statement of any transaction or indemnification of the following kind:

- (a) Any transaction (i) in which the Corporation, or its parent or subsidiary, was a party, (ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than \$50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than \$50,000. For this purpose, an "interested person" is either:
 - (1) Any director or officer of the Corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or
 - (2) Any holder of more than 10 percent of the voting power of the Corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the Corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.
- (b) The amount and circumstances of any indemnifications aggregating more than \$10,000 paid during the fiscal year to any director or officer of the Corporation pursuant to Article XII of these Bylaws.

**ARTICLE XIX
BYLAW AMENDMENTS**

Section 1. **BYLAW AMENDMENTS.** The Board of Directors may adopt, amend or repeal any of these Bylaws by a majority of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of the Charter that created The New School of San Francisco or make any provisions of these Bylaws inconsistent with that Charter, the Corporation's Articles of Incorporation, or any laws.

**ARTICLE XX
FISCAL YEAR**

Section 1. **FISCAL YEAR OF THE CORPORATION.** The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of the NSSF, a California nonprofit public benefit corporation; that these bylaws, consisting of 14 pages, are the bylaws of the Corporation as adopted by the Board of Directors on _____; and that these bylaws have not been amended or modified since that date.

Executed on _____ at _____, California.

_____, Secretary

CONFLICT OF INTEREST CODE

NSSF

CONFLICT OF INTEREST CODE

I. ADOPTION

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, et seq., the NSSF hereby adopts this Conflict of Interest Code (“Code”), which shall apply to all governing board members, candidates for member of the governing board, and all other designated employees of the NSSF (“Charter School”), as specifically required by California Government Code Section 87300.

II. DEFINITION OF TERMS

As applicable to a California public charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations Section 18730, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

III. DESIGNATED EMPLOYEES

Employees of this Charter School, including governing board members and candidates for election and/or appointment to the governing board, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be “designated employees.” The designated positions are listed in “Exhibit A” attached to this policy and incorporated by reference herein.

IV. STATEMENT OF ECONOMIC INTERESTS: FILING

Each designated employee, including governing board members and candidates for election and/or appointment to the governing board, shall file a Statement of Economic Interest (“Statement”) at the time and manner prescribed by California Code of Regulations, title 2, section 18730, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the employee’s position is assigned in “Exhibit A.”

An investment, interest in real property or income shall be reportable, if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or participated in by the designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in “Exhibit B.”

Statements Filed With the Charter School. All Statements shall be supplied by the Charter School. All Statements shall be filed with the Charter School. The Charter School's filing officer shall make and retain a copy of the Statement and forward the original to the County Board of Supervisors.

V. DISQUALIFICATION

No designated employee shall make, participate in making, or try to use his/her official position to influence any Charter School decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family.

VI. MANNER OF DISQUALIFICATION

A. Non-Governing Board Member Designated Employees

When a non-Governing Board member designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Charter School Principal who shall record the employee's disqualification. In the case of a designated employee who is head of an agency, this determination and disclosure shall be made in writing to his/her appointing authority.

B. Governing Board Member Designated Employees

Financial interest in a contract: Where a Governing Board member has a personal, material financial interest in a contract, the financial interest will be reviewed under Government Code Section 1090, to determine whether the remote or non-interest exceptions apply. Should the Board determine that no applicable remote or noninterest exceptions apply, the Board must either: (1) not enter into the contract, as Government Code Section 1090 prevents the entire board from voting on the contract; or (2) prior to the Board of Director's discussion of and/or taking any action on the contract at issue, the Board member must resign from the Board of Directors. The resignation shall be made part of the Board's official record.

All other financial interests: Governing Board members shall disclose a disqualifying interest at the meeting during which consideration of the decision takes place. This disclosure shall be made part of the Board's official record. The Board member shall refrain from participating in the decision in any way (i.e., the Board member with the disqualifying interest shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken) and comply with any applicable provisions of the Charter School bylaws.

The New School of San Francisco Petition

EXHIBIT A

Designated Positions

<u>Designated Position</u>	<u>Assigned Disclosure Category</u>
Members of the Governing Board	1, 2, 3
CEO/President	1, 2, 3
Chairman of the Board	1, 2, 3
CFO/Treasurer	1, 2, 3
Secretary	1, 2, 3
School Leaders	1, 2, 3
Consultants	*

*Consultants are included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in the code, subject to the following limitation:

The Executive Director may determine in writing that a particular consultant, although a "designated position," is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant's duties and, based upon that description, a statement of the extent of disclosure requirements. The Executive Director determination is a public record and shall be retained for public inspection in the same manner and location as this conflict-of-interest code. (Gov. Code Section 81008.)

The New School of San Francisco Petition
EXHIBIT B

Disclosure Categories

Category 1

Designated positions assigned to this category must report:

- a. Interests in real property which are located in whole or in part within the boundaries (and a two mile radius) of the school district in which The New School of San Francisco operates.
- b. Investments in, income, including gifts, loans, and travel payments, from, and business positions in any business entity of the type which engages in the acquisition or disposal of real property or are engaged in building construction or design.
- c. Investments in, income, including gifts, loans, and travel payments, from, and business positions in any business entity of the type which engages in, the manufacture, sale, repair, rental or distribution of school supplies, books, materials, school furnishings or equipment to be utilized by The New School of San Francisco.

Category 2

Designated positions assigned to this category must report:

Investments in, income, including gifts, loans, and travel payments, from, and business positions in any business entity of the type which engages in the manufacture, sale, repair, rental or distribution of school supplies, books, materials, school furnishings or equipment to be utilized by The New School of San Francisco, its parents, teachers and students for educational purposes. This includes, but is not limited to, educational supplies, textbooks and items used for extra-curricular courses.

Category 3

Designated positions assigned to this category must report:

Investments in, income, including gifts, loans, and travel payments, from, sources which are engaged in the performance of work or services of the type to be utilized by The New School of San Francisco, its parents, teachers and students for educational purposes. This includes, but is not limited to, student services commonly provided in public schools such as speech therapists and counselors.

APPENDIX G: LETTERS OF SUPPORT

The New School of San Francisco Petition



Board of Directors

Jeremy Balli
Manager
Benefits and Leaves, SFUSD

Jonathan Dearman
Associate Broker
Zephyr Real Estate

Stephan Gordon
Manager
Workforce Analytics, SFUSD

Gregory Peters, Ed.D.
Executive Director
SF-CCESS

Shaman George
Sr. Research Associate
MPR Associates

Michele Godwin
Consultant

Nicole Magtolo
Education Policy Analyst
SFUSD

Joan O'Neill
Manager
Human Resources, Menlo Park

Tin Reidy
Principal
James Lick MS, SFUSD

Advisory Board

Kathleen Cushman
What Kids Can Do

Dave Eggers
826 Valencia Street

Seewan Eng
WestEd

Ellen Gordon-Reeves
New Press

Deborah Meier
NYU
CES Board Member

Beth Silbergeld
Leadership HS
CES Mentor School

Anthony Simmons
HS for Recording Arts
CES Mentor School

San Francisco Unified School District
Board of Education
555 Franklin St.
San Francisco, CA 94102

Dear Commissioners,

The San Francisco Coalition of Essential Small Schools (SF-CCESS) supports the New School San Francisco's (NSSF) reauthorization and request for expansion. In August, 2019 we began a multi-year partnership with NSSF. Our main effort is to develop a professional development program focused on individual and institutional transformation towards more equitable outcomes for their youth most impacted by the reproduction of oppression and privilege in education. Although our partnership with NSSF is new, our facilitators have witnessed tremendous humility and commitment on the part of their staff to interrogate and interrupt their own practices in service of the school's least seen and served populations.

As SF-CCESS, we often point to the need to create conditions for continuous transformation towards equity to occur within a school or organization rather than treating equity work as a series of initiatives or "wack-a-mole" reactions to discreet events or actions steeped in bias or racism. One such condition (of many) that is essential is the fostering of vulnerability and humility among members as a prerequisite to taking on leadership. NSSF, as a community, has fostered this condition in an incredibly impressive way. One salient example of this is a recent staff circle facilitated by SF-CCESS where staff members were interrogating how they offer and receive feedback with one another and with their students and families within and across lines of difference. In the course of the conversation, dominant culture norms of communicating were surfaced, named and decentered as the invisible and assumed "best" way of giving and receiving feedback. Many of the vocal participants in this discussion are the same staff who are stepping up to take on facilitative leadership as we gradually release this work internally to them over time. These are impressive individuals, sure, however, that level of vulnerability and humility is fostered through culture building as a community - and it takes work. This is work that NSSF has been invested in and is committed to investing in more deeply moving forward. For this reason, we support their effort to continue to build on what they have already achieved.

In Community,

SF-CCESS Equity Facilitation Team Assigned to NSSF



June 11, 2019

Dear Commissioners,

Thank you for your continuing support for our Public School System in San Francisco.

Over the past 50 years, The Exploratorium has had a close relationship with SFUSD through teachers workshops and field trips.

I am writing to you now in support of the New School of San Francisco, which is being considered for reauthorization after 4 years of opening. It has been so exciting to see the New School grow into their vision of creating a public school designed to support student learning through a curriculum focusing on Inquiry and Equity.

Over the past 4 years, we have worked with the school by providing staff development several times each year around inquiry, through being available as a local resource while they invent their school curriculum, and through using the museum as a destination for field trips.

In return, the New School has proven to be willing to take risks by trying out the kinds of challenging instructional approaches we've addressed in staff development. This allows the Exploratorium to try out and to refine instructional ideas that we can then confidently share with others. We have built the kind of relationship where they are willing and able to open their classrooms to a wide range of educators to show what inquiry-based and equity-oriented instruction look like in urban public schools with diverse student populations. .

Through our continued work together, we look forward to developing ideas that can be useful to all of SFUSD and beyond. If you have any questions, I welcome the chance to discuss this on-going partnership.

Sincerely,

Chris Flink
Executive Director

The New School of San Francisco Petition



Ed Datta

APPENDIX H: 2018-19 LOTTERY PREFERENCE REQUEST

The New School of San Francisco Petition

staff, training to support responsive teaching and learning practices, and development of an inclusive, safe, and supportive school culture. We believe these approaches are directly correlated with important outcomes from our first three years (2015/16 through 2017/18), including high satisfaction and 100% re-enrollment rates amongst students qualifying for Free and Reduced Price Meals (FRPM):

Family Retention

Re-enrollment rate (all students):

2015/16 to 2016/17 = 100%

2016/17 to 2017/18 = 95%

2017/18 to 2018/19 = 96%

Re-enrollment rate (students qualifying for FRPM):

2015/16 to 2016/17 = 100%

2016/17 to 2017/18 = 100%

2017/18 to 2018/19 = 100%

Family Satisfaction (from year-end survey)

Families that feel welcomed and valued

2015/16 = 94%

2016/17 = 95%

2017/18 = 97%

Families reporting adequate opportunities to be involved:

2015/16 = 97%

2016/17 = 92%

2017/18 = 96%

Families that agree with the school's vision:

2015/16 = 100%

2016/17 = 98%

2017/18 = 100%

Increased Demand and Effects on Diversity

The past three recruitment cycles for kindergarten have demonstrated significant demand in our school, both in terms of applications and offers accepted. This demand has increased annually, leading us to project approximately 560+ kinder applications for the 2019-20 recruitment cycle.

Year	# of Applications Received	Spaces Available	Offer Rate*	Accept Rate**
2015/16	147	44	54%	38%
2016/17	268	44	41%	50%
2017/18	343	48	29%	58%
2018/19	440	48	25%	50%
2019/20	560***	48	n/a	n/a

* Offer Rate represents the percentage of applicants receiving an offer from the school

** Accept Rate represents the percentage of offers accepted by applicants (leading to enrollment)

*** Estimate based on applications to date and historical trends

Increased demand is leading to a student body that is diverse geographically (see application maps below), but not socio-economically. Over the past three recruitment cycles, there has been a disproportionate increase in applications from modest, middle, and upper middle income families in comparison to the number of applications from lower-income, economically disadvantaged families. This is reflected in the percentage of new students enrolled whose families were eligible to receive FRPM, which has decreased year to year.

The New School of San Francisco Petition

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2015/16 K Applications

2016/17 K Applications

2017/18 K Applications



	2015/16	2016/17	2017/18	2018/19*
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The New School of San Francisco Petition

those with a high percentage of low-income families. Strategies have included recruitment events, school tours and open houses, networking with community organizations, outreach from current families and school leadership, and translated recruitment materials. A member of NSSF's founding Leadership Team, the Director of Community, leads this work.

Despite this outreach and achieving a year-on-year increase in the number of FRPM eligible applicants, the growth in applications from modest, middle and upper-middle income families far exceeds those of lower-income families.

Given current recruitment trends and demonstrated demand, we believe an admissions preference for FRPM eligible families, in addition to comprehensive recruitment and retention strategies focused on underrepresented and underserved communities, will help ensure socio-economic diversity within our community.

REQUESTED CHANGE

The admissions preferences shall be amended with the following:

In the case of a public random drawing, the following admissions preferences will be observed per grade:

1. Pupils who reside within the boundaries of the District, in the following order:
 - a. Siblings of currently enrolled students at The New School of San Francisco;
 - b. Pupils eligible for Free and Reduced Price Meals (FRPM), not to exceed 33%;
 - c. Children of faculty of The New School of San Francisco, not to exceed 10%;
 - d. All other pupils residing in the boundaries of the District.

2. Pupils residing outside the boundaries of the District.

* * * *

NSSF is focused on equity and committed to increasing the socio-economic diversity of its student body. Towards this end, the school requests a provisional, yet critically important change to its admissions policy that would establish a preference for students whose families qualify for Free and Reduced Price Meals (FRPM). This change would only apply to the 2019-20 school-year, which is the last year of the School's current charter authorization. The School will amend its charter petition and admissions requirements to include the FRPM preference as part of its upcoming re-authorization.

We have genuinely enjoyed and benefited from our relationship with the CDE and look forward to working with you on this request. Please feel free to contact us at 415.866.8399 or ryan@newschoolsf.org if you have any questions or require additional information.

Sincerely,

Ryan Chapman & Emily Bobel
Co-Heads of School
The New School of San Francisco



THANK YOU



**NEW
SCHOOL**
SAN FRANCISCO