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June 1, 2020

CDE Dashboard Review

For the 2019-20 school year, New School's dashboard was blue in all areas. Below is a summary of the strategies we used to achieve such a strong dashboard.

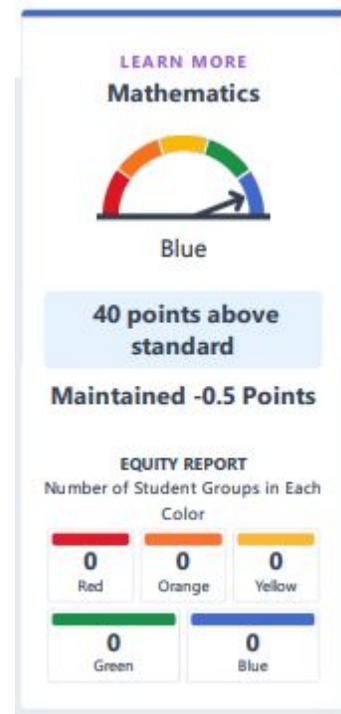


English Language Arts

We are proud that our students performed almost 5 point higher this year than last year on the ELA dashboard. We attribute this increase to the several major pillars of our New School academic model.

1. We are a co-teaching model, which means there is a lower teacher/student ratio than most other public schools. This model allows us the flexibility to have equitable groupings to meet student needs.
2. We are an inquiry-based school. This pedagogy of teaching and learning focuses on process rather than product. It allows us to develop a meaningful and engaging roadmap to use in reaching state standards.
3. We continue to finetune our ELD strategies in order to better serve our English Language Learners, which has resulted in meaningful growth for not only those students but all students.
4. We have developed more robust tier 2 strategies including a program called Brain Gym that gives students who need additional support the support they need in and out of school.

Moving forward, we will continue to finetune the above strategies as well as employ others such as extending the school day, building teachers' toolbox by providing more robust professional development and streamlining our data and assessment system in order to gather, analyze and plan more efficiently and effectively.

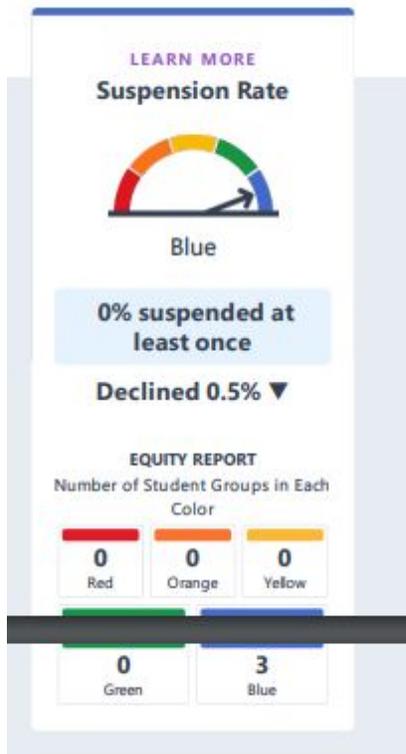


Mathematics

This year, we continued to have strong data in mathematics with a dashboard score in the blue, with an average 40 points above standard. We believe the strength in our numeracy program comes down to our investment in cognitively guided instruction and a holistic approach to numeracy that focuses conceptual understanding as well as fluency. We place a high emphasis on task-based activities and solving word problems so that students develop critical thinking skills in math.

We transitioned to schoolwide adoption of the Eureka Math curriculum this year, which has allowed us to deepen our math practices in the K-2 classrooms as well. We are excited to see the impact of this change over the next coming years as our youngest students move into testing grades with even stronger conceptual understanding.

While we had strong data overall, and many students were exceeding the standard, we have a small group of students who continue to struggle. For those students, we plan to implement more robust short-term data collection and analysis to identify learning gaps and directly address them through small group instruction.

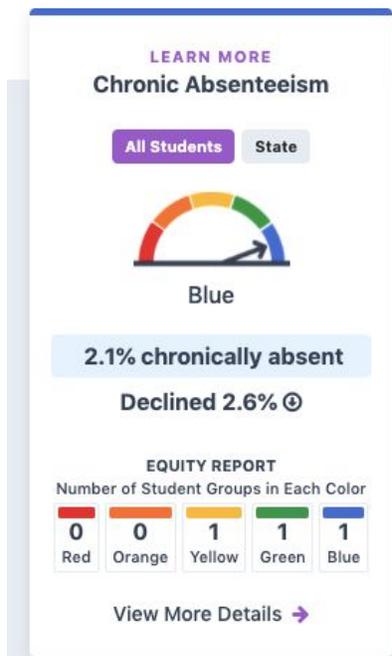


Suspension Rate

This year, we have continued to have strong behavioral data with a dashboard score in the blue. During the 2019-2020 school year, we had zero suspensions. We believe our Positive Behavioral Interventions and Supports (PBIS) systems have played an integral role in addressing student behavior in both a proactive and reactive manner. Our school’s implementation of Restorative Practices has continued to put relationships at the center of how we problem solve in the school. We emphasize restoring harm done to the community after a significant incident, which promotes students to repair relationships by focusing on conflict-resolution rooted in our school values. When applicable, we create behavioral plans for students who require additional levels of support, and we engage our families in both the restorative process, and planning behavioral interventions.

New School SF strives to create predictable adult responses to child misbehavior by adhering to an intervention ladder. Our intervention ladder details early interventions, when to utilize the classroom cool-down corners, which cut-off interventions may be successful, and crisis response interventions. This supports our teachers and staff having a clear understanding of how to intervene during our

student’s most difficult moments. Additionally, we have an on-campus Wellness Center which allows students to have a setting to ‘cool-down’ away from their peers and talk with a counselor if needed.



Chronic Absenteeism

The strong relationships built between staff and families allow the school to maintain a low chronic absenteeism rate at or below 2%.

New School SF’s small class sizes, co-teaching model and low adult to student ratios, allow for genuine engagement, direct and consistent communication, and tailored student and family support. In addition, the school sets clear expectations and provides key support through our active Home & School Council and annual schedule of family programming, starting with Family Orientation and beginning of year home visits. Key roles and planning bodies, including our Director of Community, Director of Student Access, and Culture and Climate Committee, focus on establishing a positive school culture and relationships between home and school to

reinforce attendance. The inclusion of chronic absenteeism interventions in our Coordination of Support Team allow the school to effectively develop attendance strategies in partnership with families.

The overall effectiveness of these actions and services - where all students feel safe and supported in their learning - can be seen with a 96.2% attendance rate.

2020–21 Academic Memo

The New School of San Francisco

1. A description of how the charter school will provide continuity of distance learning instruction during the school year to ensure pupils have access to curriculum.

New School is delivering all programming via distance learning until it is safe to bring students back. All students are learning five days a week with a mix of live and recorded learning experiences, small and whole group instruction, and independent work time in all subject areas. Literacy, numeracy and social emotional learning will be taught daily. Other subject areas such as social studies, science, art, Spanish and PE will be taught 2-3x/week.

This year our teaching and learning priorities are as follows:

1. Closing the academic gaps that exist for students of color, English Language Learners and students with diverse learning needs. This will be done in a variety of ways including expanding on a schoolwide anti-racists curriculum ensuring all of our teaching and learning practices are inclusive and accessible for all students.
2. Developing stronger data and assessment systems to inform teaching and learning. This will include adopting a new learning, data and assessment platform, revamping our Individualized Learning Plans (ILPs) and expanding upon the rich data we collect and using it in more meaningful and effective ways.
3. Supporting teachers and families in creating an equitable, inclusive, and engaging online/hybrid learning program. This year we will offer a variety of workshops, professional developments and support to all the adults in our community on topics such as anti-racism, technology and so much more so that they feel prepared to support student learning.

For distance learning, all out-of-school time (Exploremos) staff roles and personnel were repurposed to support distance learning, specifically those groups who are at the greatest risk of learning loss. Exploremos staff support classroom small group instruction, social-emotional learning, and facilitate on-campus care for students whose family circumstances make distance learning challenging and increase risk of learning loss.

2. A description of how the charter school will ensure access to devices and connectivity for all pupils to support distance learning.

For the 2020–21 school-year, we assessed the technology needs of new and returning families in a fall planning survey (administered Jul '20). We reached out to families who were unable to access the online survey via phone or text message. All families who did not have a student device or reliable internet received a school-issued loaner tablet/Chromebook and/or a hotspot. Before the first day of school, bilingual staff members connected with families to ensure that devices were functioning properly, and students were able to access distance learning platforms. Teachers are providing ongoing, individualized support to families and students who are less familiar with the technology. Additionally, we created a group on our school's online communication platform where families can assist other families with technology troubleshooting.

3. A description of how the charter school will address pupil learning loss that results from COVID-19 during the 2019–20 and 2020–21 school years with consideration to the charter's demographics/grade levels served.

Assessment and Data Collection

The school will employ frequent, consistent and reliable data cycles that inform instructional strategies. Our existing benchmark cycles allows us to set individualized goals, get a clear picture of student strengths and growth areas, and develop student-centered curriculum. We will also use short-cycle assessment data in order to identify specific student learning needs and to track progress towards short-term goals. Robust data cycles will allow us to adjust our instructional strategies and target need. For the 2021 school year we will use the following types of data:

Formative Data tells us about who our students are as learners, what they do know, and what skills they have to build upon. Formative data is collected at the start of a year, arc, or unit. Then, throughout the year, teachers continue to collect formative data in order to measure student learning and identify students who need additional supports. It will also be used to identify topics and skills for corrective instruction.

Benchmark data gives us information on how our students are performing against grade-level content and expectations. At the start of the year, our benchmark data is used to set individualized growth goals.. We also use this data to understand how effectively we provide access to grade-level content for individuals and groups within our school. It can also be used to identify topics and skills for corrective instruction.

Summative data allows us to compare our program to other elementary schools across the country. This data gives norm-referenced evidence as to how our students are developing skills and whether we are closing any opportunity gaps within our community.

Actions and Strategies

Services are improved upon constantly. We have been collecting data from families, teachers and students to best understand which students are making growth through distance learning and which students need additional supports. We look at both academic and social-emotional data in making those determinations. Parent voice and input is also important and we've had two opportunities over the past six months to have a conference with families and talk about an individual student's goals and progress. We have increased staffing as well to best support our most vulnerable students, including hiring a full-time Director of Inclusion, two part-time Instructional Aides and increasing our school psychologist's time each week.

Within the first 4-6 weeks of the school year, the Coordination of Services Team (COST) will meet with each grade level team to review students who were in the COST process during the 2019-2020 school year. Outcomes of these meetings include:

1. Reviewing progress updates (including checking in about any significant events or changes that occurred over the summer).
2. Determining tier one supports within the COST process.
3. Establishing clear timelines, action items, and point people for next steps (including Student Support Team (SST) and initiating support from the Diverse Learners Team as appropriate)
4. Setting a plan with all parents to communicate/remind families what previous interventions were in place, and share the plan for implementing these supports in the 2020-2021 virtual world.

The team will meet monthly to review staff referrals and academic and SEL data to determine the students entering or exiting COST.

For students with IEPs, all service providers collected data in the Spring and are currently gathering data on student progress toward goals to assess for regression as a potential impact of the extended school closure, in addition to the summer break. The Diverse Learners Team will work under the guidance of the EDCOE SELPA to determine a timeline for gathering additional data and assessing for the recoupment period for each of our students on the IEP

caseload. This progress monitoring data will provide necessary information for the team to determine if additional supports are needed such as changes to the offers of Free and Appropriate Public Education (FAPE) and/or compensatory education services.

For students who are experiencing homelessness or are in the foster care system, the school will collaborate with the involved outside parties to develop specific strategies to:

1. Increase accessibility for these students.
2. Establish a comprehensive wrap-around service plan.

This collaboration/planning occurs during monthly CARE meetings which involve the student's teachers, a school admin, additional school providers, a social services case manager, and any additional outside agency/providers.

We will establish community and engage students in learning by building a strong remote culture, prioritizing intentional check-ins with students, and ensuring staff and families are supported in how to engage learners remotely. Some supports include:

1. A variety of small groups will be available to support students academically and socially emotionally.
2. A device and a WiFi hotspot for students that need it.
3. A Take Home Box filled with curricular materials and supplies. These boxes will be replenished bi-weekly.
4. A detailed schedule and directions and support on how to access all live and recorded lessons during Orientation.
5. Weekly classroom snapshots and school digest that will contain important information.

4. A description of how the charter school will monitor and support mental health and social and emotional well-being of pupils during the school year.

General education teachers will be tracking student wellness over the first four weeks of school. This data will be used to configure social skills groups for the 2020-21 school year. The school will work with our partner, Seneca Family of Agencies, to conduct a Social Emotional Screener as an additional step to assessing the need for tiered intervention support.

Additionally, the school will be engaging students in weekly school-wide work in grade levels to explore the 'here and the now' and support student's understanding of and managing feelings around anxiety, loss, lack of connection, etc. Through school developed guiding questions, social-emotional curriculum (Kimoichis and RULER), and intentional social time (lunch bunches and PODS), our students will have ample opportunity to develop their tool-kit for managing emotions which may otherwise be detrimental to their social-emotional well-being.

Finally, the Coordination of Services Team (COST) will meet with each grade level to review students who were in the COST process during the 2019-2020 school year. Outcomes are as above in Question 3 above, in the subsection "Actions and Strategies" for addressing learning loss. The team will meet monthly to review staff referrals and academic and SEL data to determine the students entering or exiting COST.

5. A description of how the charter school will address the anticipated apportionment deferrals.

The school ended FY2019-20 with a positive net fund balance equal to 23% of total expenditures. We will leverage our reserves to bridge apportionment deferrals. We anticipate the school's ongoing fundraising to bolster this reserve. In addition, the school has budgeted conservatively in light of Federal and State funding uncertainty and delayed discretionary expenditure. The school can further reduce or delay expenses if necessary. The school also has access to low to no interest loans, in addition to receivable sales, but would only access these as a last resort.