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NEW SCHOOL SAN FRANCISCO
Academic Memo: 2020-2021 School Year

I. Based on the school’s internal spring 2021 assessments, identify the greatest progress and greatest need.

Grade 3	Far below	Below	Average	Above	Significantly Above	At or above grade-level
Math	3%	17%	19%	26%	32%	77%
Literacy	2%	11%	6%	32%	49%	87%
Grade 4	Far below	Below	Average	Above	Significantly Above	At or above grade-level
Math	11%	26%	21%	34%	9%	64%
Literacy	4%	13%	17%	27%	40%	84%
Grade 5	Far below	Below	Average	Above	Significantly Above	At or above grade-level
Math	11%	2%	26%	35%	26%	87%
Literacy	11%	9%	9%	34%	38%	81%
Grade 6	Far below	Below	Average	Above	Significantly Above	At or above grade-level
Math	23%	29%	23%	12%	13%	48%
Literacy	15%	11%	25%	29%	20%	74%

ELEMENTARY SCHOOL (Grades K - 5):

In the 2020-2021 school year, we keyed in our internal assessments within the core instructional areas of reading, writing and numeracy. These include the Fountas & Pinnell Benchmark Assessments System, our internally created and maintained writing rubric based on the rubrics from Units of Study, and our internally created and maintained numeracy benchmarks. Additionally, students in grades 3 through 5 took the NWEA MAP growth assessments.

One distinct area of strength shown in our data is our literacy achievement. Based on our NWEA MAP growth data, we have clear strengths in this area with all students scoring 81% at or above grade level. Our Fountas & Pinnell reading assessments illuminate a different need in grades Kindergarten through second-grade - likely a product of these students being impacted by interrupted learning during the pandemic during critical years of reading development. Students in grades Kindergarten, first, and second were scoring at or above grade levels in 47%, 70%, and 70% of the population in those grades respectively. Additionally, our fourth-grade numeracy is an outlier that demonstrates an area of growth in that only 64% of students were achieving at or above grade level in numeracy according to scores on the MAP growth assessment.

We do not yet have the K-5 MAP data disaggregated by sub-group, but we are working with a consultant on that and hope to have it shortly. Based on diagnostic data from this fall (2021-22), however, we do see the same trends we have experienced over the past several years which directly inform our school’s problem of practice: our students of color, English Learners, and students with IEPs perform lower than their white counterparts by anywhere from 5-20%. We continue to address this school-wide dilemma with the following strategies:

1. We have named this as our school’s problem of practice to shine light on the data and ensure additional resources, capacity and attention go to serving our most vulnerable learners;
2. We have hired a part-time academic interventionist to provide 1:1 and small group instruction for students below grade level (tier 2 support);

Response from The New School of San Francisco

3. We implemented an intensive 4-week summer learning program for all students below grade level in which the student to teacher ratio was 1:8, and we plan to do that again next summer.
4. We are doing regular data dives based on our internal benchmarks to look at progress, brainstorm strategies for students not making adequate growth, and ensure greater school-wide accountability.

In terms of comparison data, however, we can look at how our current 6th and 7th graders have progressed during the pandemic. Below you will see how Cohort A and Cohort B have progressed. Cohort A students were in third grade in 2018-19 when we last had state data and they are now in 6th grade. Cohort B students were in 4th grade in 2018-19 when we last had state data and are now in 7th grade:

Cohort A:

	2018-19 <i>*the last normal year</i>	2020-21 <i>*15 months into the pandemic</i>
	% of students at or above at the end of 3rd grade	% of students at or above at the end of 5th grade
Literacy	85%	81%
Numeracy	79%	87%

Cohort B:

	2018-19 <i>*the last normal year</i>	2020-21 <i>*15 months into the pandemic</i>
	% of students at or above at the end of 4th grade	% of students at or above at the end of 6th grade
Literacy	75%	74%
Numeracy	61%	48%

MIDDLE SCHOOL (Grade 6):

We opened a middle school in the 2020-2021 school year with the addition of sixth grade. Planned as an entry point for broader enrollment, our returning class welcomed 10 new students, all of whom qualify for free or reduced-price lunch under our Petition priority. In order to prioritize the equity need of serving the first year of middle school and the enrollment point, we designated all students in sixth grade as Cohort A, bringing them into the school for full-time, in-person instruction beginning in November 2020 (except for the 11 students whose families elected to keep them in distance learning for the entire year).

In both distance and in-person settings, we administered benchmark assessments in the core instructional areas of reading, writing and mathematics. In middle school, we designated the MAP reading growth assessment with its Lexile-based data reporting as our reading benchmark. Our writing benchmark in middle school is an internally developed set of materials, including research, data interpretation and persuasive writing, based on both Units of Study and Step Up to Writing grade-level standards. Our middle school math benchmark is the MAP math growth assessment.

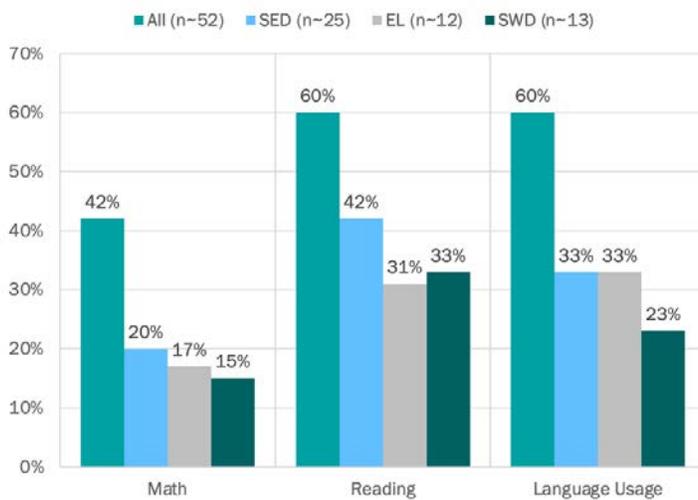
Our data shows strength in the students' reading outcomes for the year, with fully 74% of our students at or above grade level in reading. Digging further, we see that the additional 11% who are scoring below grade level are in fact close to grade level in many practical, reading-based elements of school work and with tailored instruction in service of IEP goals and English language learning interventions and strategies for those students, the teaching teams believe that the students could achieve grade-level outcomes. All students who were below grade level were recommended for our first-ever four-week summer academic instruction program. Writing is a second area where we saw demonstrated growth. In writing, we saw marked progress by the end of the year on our internal rubric with instruction in key

elements of persuasive writing over the year, including structure of a claim with supporting evidence, writing mechanics, and the introduction of the idea of refuting an opposing claim in service of the writer’s own argument.

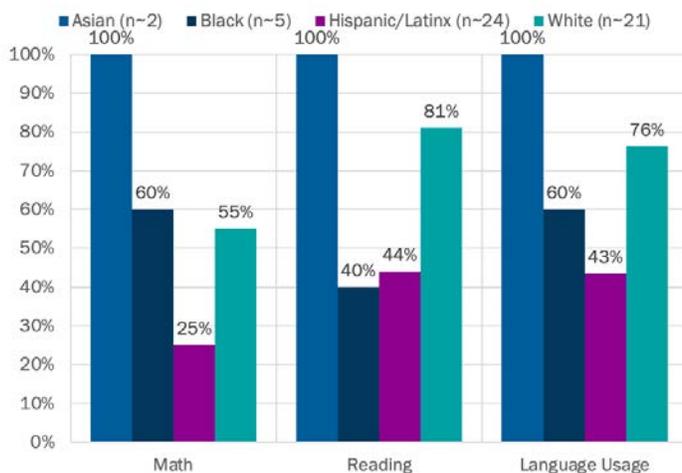
Math scores represent our greatest middle school growth area. The students in sixth grade entered the year meaningfully below grade level as a group. Beginning the year in distance learning and continuing the year when Cohort A was back in-person with a hybrid math instruction of a teacher at distance and students in the room with a supporting aide was not sufficient to achieve the student growth we had planned for. In math, 48% of students were at or above grade level in the spring. Again, we moved to provide extra support the next lower-performing group, the 28% scoring just below, for targeted academic support in our summer school program.

The MAP data can be broken out by sub-group and the trends mirror what was discussed in the K-5 section, further reinforcing our school’s problem of practice:

Spring 2021: 6th Graders At or Above National Norm Score by Student Program Group



Spring 2021: 6th Graders At or Above National Norm Score by Race/Ethnicity



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

Given the breadth of MPOs in our petition and brevity of this report, we have selected the following important goals to share progress on:

Academic Achievement:

- 100% of students have access to standards-aligned content and projects.
- Students will exceed the average performance levels of students in schools serving a similar student population on CAASPP statewide assessments.
- EL subgroup performance on CAASPP assessments exceeds the average performance levels of EL students in the District and State.

Even through distance learning, content delivered by teachers last year was rigorous, Common Core-aligned and differentiated for English Learners and students with IEPs. The intentional and targeted instruction -- all delivered with a 1:18 teacher: student ratio or less -- resulted in school wide averages far exceeding the city and state averages.

Family Engagement:

- 75% or higher of families respond “I feel like a valued member of the community” on the Climate Survey
- 100% of families attend at least one conference per year

While more difficult to engage families virtually, we ensured that all families had technology to be able to attend virtual meetings, ELAC meetings, IEPs and family conferences. We achieved both goals above.

School Climate:

- ADA is at or above 95% of enrollment
- Less than 10% rate of chronic absenteeism (students who are absent 10 percent or more of the schooldays in the school year)
- Annually, 2% or fewer of all enrolled students are suspended and 1% or fewer of all enrolled students expelled

Average ADA was 96% last year with 8% chronic absenteeism and zero suspensions or expulsions.

III. **Provide a summary of progress made in meeting the school’s 2020–21 Learning and Continuity Plan goals, including information on the ongoing 2021–22 Local Control Accountability Plan (LCAP) process, community member engagement, and how the school is addressing learning loss from the prior school year.**

As a teaching and learning team, our goals for the 2020-21 school year were ambitious in the midst of a pandemic and yet, we are proud to share that much progress was made in ensuring student success. As outlined in our Learning and Continuity Plan, we prioritized:

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-racist curriculum ensuring all of our teaching and learning practices are inclusive and accessible for all students.
 - a. *As discussed above, more students ended the year on or above grade level than two years prior, which was the last time we had reliable end of year assessments. This was due to several key strategies: 1) being open for in-person learning allowed students, especially those who were behind academically, to receive targeted support. All cohorts at school were 18 students or less, which allowed for greater personalization; 2) we provided an intensive 4-week summer school for all students who ended the year below grade level standards. 80 students participated in the summer program and nearly all made meaningful academic progress.*
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.
 - a. *We transitioned all student data to a system called Otus, which provides a very clear way of seeing student progress all in one place. This platform makes it much easier to see growth year upon year as well as progress against specific yearly goals. Having this data readily available allowed teachers to make instructional moves based on the data more quickly and more frequently. For example, a reading group can be formed by looking at which students in the grade are working on fluency. The platform also generates family-facing reports so that caregivers can be partners in the learning process and*

know exactly how their child is doing.

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 development opportunities, and support to 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.
 - a. *We ensured equity and inclusion remained at the center of our work in several ways: 1) We held weekly team professional development for staff which targeted our school's problem of practice to ensure our most vulnerable students were making academic growth. Those workshops were done in partnership with anti-racist and Special Education partners to provide our team with skills and tools to address classroom needs. 2) We also engaged our families in the work by hosting Diversity, Equity and Inclusion (DEI) workshops over the course of the year. 3) We stepped back on our model several times throughout the year to reflect on what was working and what needed adjustment in service of our goals.*

Our 2021-22 LCAP process is underway and here is a snapshot of the ways in which we will be engaging our community in priorities and strategies:

- Continued, informal opportunities for families to come together and learn about the school's vision, priorities, and strategies (these take the form of 'office hours,' Back to School Nights, Open Houses, Family Conferences or educational workshops)
- Our families provide ideas and input through our Home & School Council Structure, which is a body led by our families to engage the community and report into the Heads of School and our Board. Parents lead various committees within the Council, including: communications, family recruitment, transportation, facilities, family connections / events, fundraising and staff appreciation.
- The leadership team collects family feedback throughout the year via: family conferences, office hours, bi-yearly climate surveys and a family feedback form which is always available.

IV. Inform if Independent Study (IS) will be offered in the 2021–22 school year and provide a best estimate as to what percentage of ADA will be enrolled in IS. Also, provide a summary of how IS will be offered this year, if applicable.

For the 2021-22 school year, New School San Francisco will not offer an independent study program. All learning programs for students will be in-person. For students who need to quarantine for short periods of time (4 - 20 days) due to emergencies such as sickness, death or unavoidable travel, parents/guardians can apply for an emergency independent study under the New School San Francisco Board approved Independent Study Policy. This policy allows students to participate in at-home learning activities and experiences coordinated and graded by the assigned classroom teacher. These requests must be approved by the Director of Teaching Learning. If a student has an IEP, the IEP team will convene to determine the appropriate learning experiences and placement.