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California Assessment of Student Performance and Progress Test Results

Schoolwide Percentage of All Grades Tested (6–8, 11) Standard Met/Exceeded for English Language Arts and Mathematics

The New School of San Francisco	2017–18
ELA	73.17
Math	58.53

Data Source:

<https://caaspp.cde.ca.gov/sb2018/ViewReport?ps=true&lstTestYear=2018&lstTestType=B&lstCounty=38&lstDistrict=76927-000&lstSchool=0132183&lstSubGroup=1&keywd=the%20new%20school&ct=2>, Prepared by the California Department of Education, Charter Schools Division, March 2019

2018 California School Dashboard Data Summary Overview

School Performance Overview

Indicator	Color
ELA	No Performance Color
Math	No Performance Color
Chronic Absenteeism	Green
Suspension Rate	Green
English Learner Progress	NA
Graduation Rate	NA
College/Career	NA

Data Source: <https://www.caschooldashboard.org/reports/38769270132183/2018>, Prepared by the California Department of Education, Charter Schools Division, March 2019

The New School of San Francisco Memo:

As we plan for the 2019-20 academic year and work towards our LCAP goals, we are acutely focused on the below priorities, which we will address in this memo by sharing our current strategies to target these areas of focus:

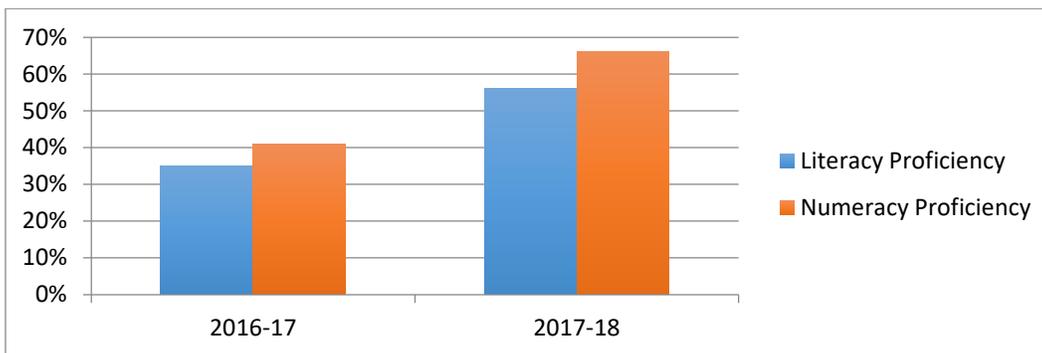
1. Continued focus on building safe, supportive and joyful learning environments for all children
2. Continued academic growth for English Learners
3. Continued academic, behavioral and social-emotional growth for students with IEPs
4. Continued academic growth for student who qualify for Free or Reduced Price Lunch

1. Building safe, supportive and joyful learning environments for all students.

We will continue to focus on tier one supports across the school to ensure that expectations for students are clear and opportunities are provided for all students to meet those expectations. At New School SF, we implement Positive Behavioral Interventions & Supports (PBIS) as a way to teach into our school values and create space for children to practice modeling our expectations. We also use Restorative Practices to resolve conflict and build student agency in finding solutions. The first six weeks of school are used to re-visit these expectations and teach into our expectations to all incoming kindergarten students and/or new students. We know that building a strong culture is not a box you get to check but rather a practice that teachers must always tend to. To that end, in the first six weeks of school, teachers set expectations for systems like 'cool down corners' where students can take a break to re-set their emotions, classroom norms, usage of the Wellness Center, how to ask for support, etc. Teachers also use the first six weeks of school to collect data and get to know each student's needs, hopes and academic levels. We believe that a classroom culture must be a reflection of the diverse learners in it and to that end, it's important that teachers authentically know each child. Our teachers spend significant time in August PD before students arrive detailing their first six week plans and how they will establish safe and supportive cultures for all students. We believe that a healthy culture is a necessary foundation for strong academic and social-emotional learning.

2. Continued academic growth for our English Learners.

We do not yet have CAASPP data broken out by student sub-groups as our sample size was too small our first year of taking the State Assessment in 2017-18. However, our internal benchmark assessments show that, on average, 56% of English Learners (ELs) were reading on or above grade level and 66% were on or above grade level for numeracy. This is up significantly from 2016-17 in which 35% of ELs were reading on or above grade level and 41% were on or above grade level for numeracy.*



Given the student growth we are seeing, we plan to continue focusing on the same strategies to provide our ELs with intensive and specialized support:

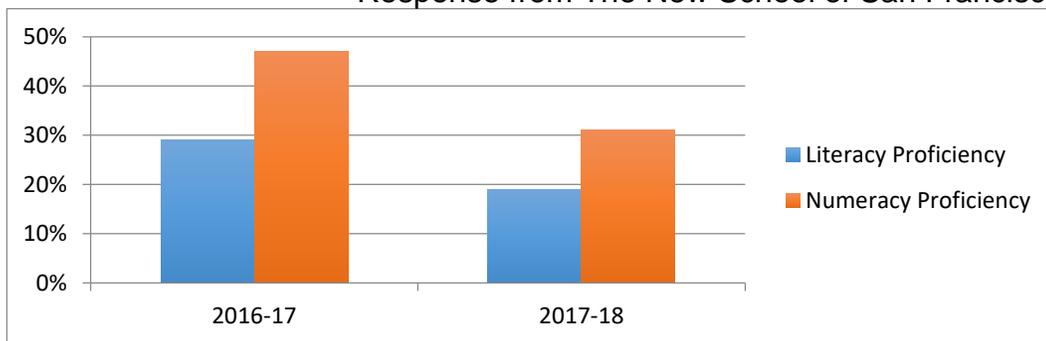
- Provide 30 minutes of designated ELD instruction
- Continue to ensure fluid and flexible student groupings during the workshop model for both literacy and numeracy
- Create print-rich classroom environments
- Provide multiple opportunities for student discourse and collaboration (i.e. 'turn and talk')
- Continued teacher professional development in the areas of: SDAIE and Universal Design for Learning (UDL)

Finally, this was our first year of formation of our ELAC and we look forward to leveraging the expertise of our families to continue to support our English Learners.

3. Continued academic, behavioral and social-emotional growth for students with IEPs.

We do not yet have CAASPP data broken out by student sub-groups as our sample size was too small our first year of taking the State Assessment in 2017-18. However, our internal benchmark assessments show that, on average, 29% of students with IEPs were reading on or above grade level and 47% were on or above grade level for numeracy. This is down from 2016-17 in which 19% of students with IEPs were reading on or above grade level and 31% were on or above grade level for numeracy.*

Response from The New School of San Francisco

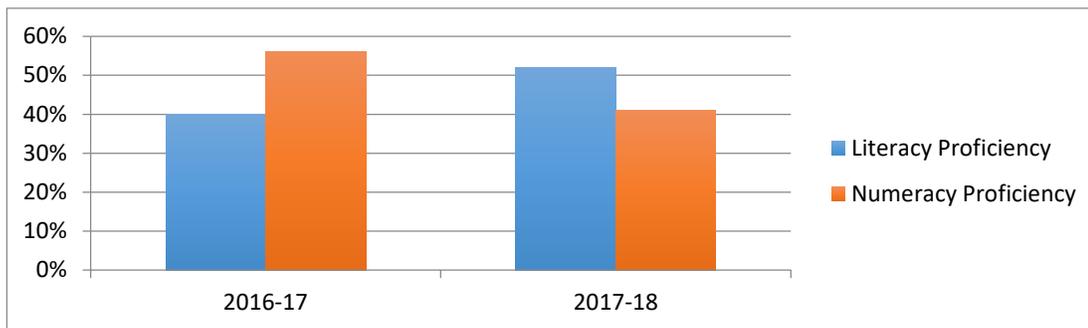


We are concerned about the decline in proficiency levels and yet also appreciate that with the addition of new students with IEPs, the range in learning needs can change significantly. For the 2019-20 school year, we plan to:

- Increase Special Education support by employing 2 full-time learning specialists with backgrounds in academic intervention. This constitutes a change from 1.2 FTE this year in which one provider had a stronger behavioral background
- Increase professional development for all teachers on academic interventions and UDL
- Ensure stronger collaboration between teachers and Special Education providers
- Provide Extended School Year (ESY) for a greater number of students to mitigate summer learning loss

4. Continued academic growth for student who qualify for Free or Reduced Price Lunch (FRL).

We do not yet have CAASPP data broken out by student sub-groups as our sample size was too small our first year of taking the State Assessment in 2017-18. However, our internal benchmark assessments show that, on average, 40% of students who qualify for FRL were reading on or above grade level and 56% were on or above grade level for numeracy. In 2016-17, 52% were reading on or above grade level and 41% were on or above grade level for numeracy.*



We are encouraged by the increase in proficiency for literacy and also concerned about the decline in numeracy*. For the 2019-20 school year we plan to:

- Expand our 'Brain Gym' program which provides students who are below grade level with additional academic intervention before and after school
- Increase professional development for all teachers on academic interventions, UDL and culturally responsive teaching
- Continue to have fluid and flexible student groupings during the workshop model for both literacy and numeracy

We look forward to submitting our Measurable Pupils Outcomes report in June to reflect upon our 2018-19 data and further detail our strategies for 2019-20.

*Our internal benchmark assessment for numeracy was revised for the 2017-18 school year and is considered more rigorous than what was used in 2016-17